



# Social Competency

by  
Mae E. Davidow



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INSTRUCTIONAL MATERIALS REFERENCE CENTER FOR VISUALLY HANDICAPPED CHILDREN

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Jane E. Morris

A Guide for Social Competency:

Course of Study

for

The Visually Handicapped

by

Mae E. Davidow, Ed.D

Instructional Materials Reference Center  
American Printing House for the Blind  
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## PREFACE

The Instructional Materials Reference Center (IMRC), since its origin in 1966, has worked to enhance the opportunities and the experiences of visually handicapped children through various channels. One such channel has been the distribution of materials which hopefully would aid in meeting individual needs.

Increasingly, there has been an awareness of the tremendous needs in areas related to the management of SELF, as a person and as a social being. Those working with visually handicapped children recognize the additional time and energy and KNOW HOW which are necessary in the acquisition of the special skills needed. The IMRC is happy to make available this "Guide" which we trust will be an ally in the area of Social Competency.

The IMRC feels most fortunate in having obtained the manuscript of Dr. Davidow who has long been involved in this area of concern. The material is entirely her work with the exception of the cover which was designed by Mr. Kendrick Coy of our staff.

Finis E. Davis, Vice-President and General Manager  
American Printing House for the Blind

Carl W. Lappin  
Instructional Materials Reference Center

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1974

## **ABOUT THE AUTHOR**

Dr. Mae Davidow was a teacher at the Overbrook School for the Blind from 1935 to 1971. She came to Overbrook as a student, having lost her sight at the age of ten. She received a B.A. from New Jersey College for Women (now Douglass College), a part of Rutgers University. Temple University granted her a Master's Degree in 1949 and a Doctorate in 1960.

While teaching mathematics and social studies at Overbrook, Dr. Davidow made it a point to find time to teach daily living skills. She is best remembered by her students for telling them, "When you walk into a room or apply for a position, no one will know how much math you know, but your personal appearance, your conversation, how you handle yourself and how you relate to others will reveal much about you to those who meet you. Remember, your manners are showing."

When Dr. Davidow was president of the Overbrook Teachers' Association, she spent much time with new teachers pointing out the importance of teaching daily living skills to visually handicapped children. She stressed children must be made aware of knowing how to handle themselves in different situations.

Dr. Davidow found there were not enough hours in the day to help houseparents and teachers become aware of the need for students to be taught all the necessary skills of living. She realized the necessity for parents to have a guide for teaching daily living skills to their children who could not learn through imitation.

Dr. Davidow is currently serving her third term as president of the Pennsylvania Federation of the Blind. She is in demand as a speaker at clubs and organizations and on radio and television. A warm, handsome woman, she is a living example of both social polish and awareness. In her independent travels throughout the country, she amazes people who find it difficult to believe this well-groomed, vivacious woman is blind. An unfailing sense of humor and intense dedication to seeing things through have made her accomplishments possible.

Dr. Davidow is also the author of "The Abacus Made Easy," published by the American Printing House for the Blind.

L.E. Parmer  
Vice-Principal  
Overbrook School for the Blind

## **ACKNOWLEDGEMENTS**

The author wishes to thank the many interested persons working with the blind for sending her their suggestions on the subject of Daily Living Skills. With their permission, she has taken the liberty of using some of these ideas in this guide.

Very special thanks must go to Mr. David W. Olson, Director of the Overbrook School for the Blind, who made time and office space available to the writer. Also, to Mr. L.E. Parmer, Vice-Principal, who introduced a course in Daily Living Skills into the Overbrook curriculum.

The Overbrook Social Competency Scale, devised by Mary K. Bauman, Director of the Nevil Interagency Referral Service in Philadelphia, complements this Guide. This evaluation scale can be used in conjunction with the book. Norms for the Scale are incomplete but it may provide useful structure for counseling or remedial teaching.

The writer, herself blind, makes use of and practices many of the skills described. She feels that the need for such a text cannot be overemphasized. It is hoped that a copy of this Guide can be in the hands of parents, houseparents and all others interested in the education of visually handicapped children.

**A GUIDE FOR SOCIAL COMPETENCY**  
**COURSE OF STUDY FOR THE VISUALLY HANDICAPPED**

**Introduction**

The function of education is to prepare one for complete living. The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere, it should allow us later to go further more easily.

Today there is a great concern that education should serve as a means of training well-balanced citizens for a democracy. One of the foremost questions is "What shall we teach, and to what end?"

Educators more than ever have become aware of the need for revision of the curriculum, not only in mathematics and science but also in areas of daily living. Dr. Jerome S. Bruner in "The Process of Education" says, "Courses of study are now being prepared for elementary and secondary schools reflecting not only recent advances in science and scholarship, but also embodying bold ideas about the nature of school experiences."

Just as the sighted child has need for these special learning experiences, the visually handicapped child who is to take his place in society beside his sighted brother has the same need.

The academic background of our visually handicapped children has been commendable. Through our many rehabilitation programs, students have been well prepared vocationally. However, an individual's education is not complete unless he can adjust himself socially and be accepted by society.

Before a visually handicapped person can be a fully participating member in a community he must be taught the social skills that a sighted child learns through visual imitation. The basic skills are learned by the visually handicapped child as a result of special training. The aim of this course of study is to explore some areas where such skills are needed and to offer a functional teaching procedure wherein such skills can be effectively taught.

Before proceeding with the areas of instruction and techniques to be followed, several definitions of terms may prove helpful. Social skills may be defined as "a proficiency in carrying out certain actions essential to one's relationship to other persons." The standard of correct behavior is established by the society within which one lives. In order to feel secure in his environment, the child must learn certain social skills deemed necessary by that society. Stough states, "Social guidance means, for all practical purposes, guidance in group activities. The individual's ability to adjust to groups, large and small, formal and informal, in a large measure determines his total adjustment in life situations. Social guidance concerns itself with manners, customs, folkways, habits, behavior patterns and courtesy among friends, acquaintances and fellow workers. It is part of one's education that helps to make him socially acceptable to all groups, large and small."

The curriculum design will encompass the following age groups: Kindergarten through third grade, elementary grades four through six, and junior and senior high school. The Course of Study will cover four areas:

- I. Personal Appearance
- II. Interpersonal Relations
- III. Dining Skills and Table Etiquette
- IV. Household Skills and Record Keeping

These areas can be taught in formal or informal situations. Some schools may find it feasible to have an area covered in a home economics class or in a social science class, while other schools may cover another area in a homeroom guidance situation or extracurricular club activity. In still other situations, some of the areas will be covered by houseparents in the cottage or on the playground.

As each area is introduced it will be subdivided into smaller segments and each segment taken up step by step.



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# CHAPTER ONE: PERSONAL APPEARANCE

## INTRODUCTION

No one is born with good manners, nor can they be bought. Good manners must be learned. A person should want good manners enough to work for them.

Likewise, good taste in personal grooming, which includes cleanliness, makeup, hair styling, good posture, and wearing clothing proper to the occasion, does not just happen. It must be developed. Voice quality, conversation and social correspondence must be cultivated to be at their best.

The personality of an individual and his attitude toward life do not just happen, either. They are products of heredity, environment and early training, and are disclosed by what one does, how one looks, how one sounds and what one says.

In striving for social growth, one must study the rules involved, ask questions, take part in discussions, join study groups, observe those more skilled, learn from trial and error, and have a variety of experiences. Since practice is indispensable, one must practice wherever he or she is — at home, at school, in public, at parties, at dances, when visiting other people's homes, when traveling.

## PERSONAL GROOMING Cleanliness

### 1. BODY CARE

- a. *Face* — The face should be washed thoroughly at least twice a day — when arising and before retiring. The parent or houseparent should teach the child how to rinse the bowl and put warm water into it before commencing to wash. First the child is shown how to insert the stopper so that the water remains in the bowl. He is told that generally the cold water faucet is on the right and the hot on the left. The cold water should always be turned on first. Then the hot water is turned on and adjusted to the right temperature. When the bowl is half filled, the water is turned off.

The next step is to teach the child how to use the washcloth. The child is told to wet the washcloth by inserting it into the bowl of water. He should be shown how to wring some of the water out of the washcloth. Then he is shown how to spread the washcloth over his left hand so that he can apply soap to it. With his right hand he takes the bar of soap and rubs the soap over the washcloth. The soap is returned to its container, and now both hands are free to take the washcloth and begin the operation of washing. He should be sure that the soapy side of the washcloth is applied to his face.

As the child is taught each step, it may be necessary for the instructor to place both his hands over the child's and demonstrate exactly how it is to be done. With the adult's hands guiding, the child is shown how to wash the face, neck and back of ears.

Special attention should be given to the method of washing inside the ears. The washcloth is placed over the forefinger which is then inserted inside the ear so that all surfaces can be cleaned.

The child is next shown how to rinse the soap out of the washcloth and apply it to all parts that were washed with the soapy cloth, to remove the soap and cleanse the skin.

The correct technique in using the towel is taught by the same demonstration method. Then the instructor observes the child to check that the child has learned how to use the washcloth and towel properly.

- b. *Hands* — When washing the hands it must be stressed that water alone is not sufficient. The

hands must be wet well before applying the soap. The soap is applied to the wet hands by rubbing the bar over the palm, the knuckles and the back of one hand, and then the same operation is done to the other hand. The child is now ready to wash the hands. The back and knuckles of the left hand are placed in the palm of the right hand. The right hand rubs the soap suds over the knuckles and the back of the left hand. Then the back and knuckles of the right hand are placed in the palm of the left hand and the operation repeated.

In order to rinse the soap suds from the hands, the hands are placed under running water and the operation — placing the back of one hand into the palm of the other — is repeated, as in washing.

Then the hands are dried with a towel. The drying motion is similar to the washing operation. Children must be careful to take enough time to dry the hands thoroughly. If the hands are still a little damp, take the towel in the right hand and rub it over the back and the fingers of the left hand and between the fingers. Do the same with the other hand.

It should be stressed that hands must always be washed before meals and after use of the lavatory.

- c. *Fingernails* — Fingernails should be trimmed by the mother or housemother weekly. The child should use a nail brush to clean the fingernails both morning and evening. As the child gets older he should be shown how to use a nail file to file the nails and to clean them. For filing nails, an emery board is preferred to a metal nail file.

Girls should file their nails almond-shape or oval to conform to the outline of the fingertips. The length of the nails should be in proportion to the size of the fingers, one's personal taste and the ability to maintain it. Boys should file their nails straight across or slightly rounded, and comparatively short.

Any loose hangnails may be removed with cuticle nippers or manicure scissors. Parents or houseparents should check to see if the children have any loose hangnails.

It should be pointed out to the child that fingernails should not be bitten. In addition to being an unsanitary habit, it spoils the appearance of the hands.

- d. *Bathing*

- (1) *Steps Before Taking a Bath* — The child removes all clothing except panties or shorts. He puts on his bathrobe and removes his underclothing and then puts on his bedroom slippers. He then goes into the bathroom and locates the designated area where he will place his robe, slippers and towel before going into the tub.
- (2) *The Bath* — The parent or houseparent prepares the water for the child's bath. The small child is assisted into the tub and the parent or houseparent bathes him. While the child is being bathed, the parent or houseparent tells him what she is doing. For example: "I am now putting the soap on the washcloth. Put your hands on mine and see how I do it." She puts the child's hands on hers so the child can see exactly how it is done. "Now raise your left foot so that I can wash between your toes." "Stand up and let me wash your back." "Put the washcloth in your left hand and rub this bar of soap over the washcloth in your left hand and rub this bar of soap over the washcloth, and let me wash your face, neck and ears." The child is also shown how to use the washcloth for rinsing in order to remove soap suds from the body.
- (3) *Drying* — The child is taken out of the tub and placed on the bath mat. While he is standing the greater part of his body is dried. He is then told to sit on a stool or chair while his toes are dried well. One must explain to the child why it is necessary to dry between the toes. As the different parts of his body are dried, tell him what you are doing and have him put his hands on yours when possible to see how it is done. Then give him the towel and let him practice on different parts of his body. In time he will be able to dry himself completely.

- (4) Use of Powder — Parents or houseparents should put the powder on the child after his bath. As the powder is put between the toes, the child should be told that this will keep the toes dry and smooth. Applying bath powder with a puff is more practical for a visually handicapped person than shaking it from a container, as the puff prevents much of the powder from falling to the floor. Boys should be shown how powder can be put into the hand and rubbed over the body. Now the child is asked to demonstrate how he would do it. If he does not do it properly, hold his hand while he does it.
- (5) After the Bath — The parent or houseparent explains to the child that the tub must be washed after the bath. The younger child is told how it is done and when older he is shown how to do it.

After the bath, the child again puts on robe and slippers, returns to his room or dormitory and dons pajamas or nightgown. The bathrobe is placed at the foot of the bed or on a chair, while the slippers are put under the bed.

The importance of bathing should be stressed early. Cleansing of the body is essential in social contacts — it should be done daily.

## 2. USE OF A DEODORANT

- a. *Why?* — The odor caused by perspiration can be repulsive. Perspiration is increased by tight clothing, excessive heat, exercise, nervousness, embarrassment, excitement, etc. This is as true in winter as it is in summer. However, odor can be counteracted by cleanliness — a daily bath, clean socks or stockings every day, clean underclothes daily and airing outer clothes after each wearing. Attention should be called to the need for frequent dry cleaning of woolens as they absorb and retain perspiration odors.
- b. *How and When?* — Special care is required in the hollow of one's arm because it is more difficult for the evaporation of perspiration to take place in the armpits. One should shave under the arms regularly and apply a deodorant — in cream, powder or liquid form — every day. Deodorants do not stop perspiration, but they do remove its odor.

Unless one perspires freely, the daily use of a deodorant is probably all that is needed. However, if this is not sufficient, one may have to use an antiperspirant. This is available in liquid or cream form. It checks perspiration by diverting it to parts of the body where it can evaporate more easily. One should be shown how to apply a spray deodorant, a roll-on or a cream. Sufficient time must be allowed for a deodorant to dry. There is a deodorizing powder to reduce the odor of perspiring feet. Since heavy shoes and socks cause perspiration and foot odor, boys in particular may need this.

## 3. CARE OF TEETH AND MOUTH HYGIENE

- a. *Brushing Teeth* — The teeth should be brushed correctly on arising and before retiring. Teeth should also be brushed after meals and particularly after eating sweets. One should visit the dentist regularly every six months. The dentist will show the child how to brush the teeth properly. The ideal toothbrush is a hard one with two rows down and from five to seven rows across. The bristles should all be the same height.

The parent or houseparent should show the child how to hold the toothbrush. The child should hold the toothbrush with his thumb on the bristle side and with the other fingers grasping the back of the handle. One hand may be placed on the child's hand to illustrate the correct method of using the brush.

In brushing the teeth there should be a slight rolling motion of the bristles against the gums, with a sweeping down motion on the upper teeth and a sweeping up motion on the lower teeth. These motions should be done at least five times in each area of the mouth.

- b. *Use of Toothpaste* — Toothpaste can be used in several ways. Remove the cap from the tube and place it where it can be located easily. With the brush in the left hand and bristles facing upward, put the top of the tube against the bristles closest to it. Place the tube of paste near the cap and

transfer the brush into the right hand and brush. After brushing and rinsing, replace the cap on the tube. If desired the cap can be put back on the tube immediately after squeezing the paste on the brush. Place the brush in the mouth against the teeth and hold it tightly with the lips while replacing the cap.

Since some children may get too much paste on the brush or smear it on their fingers, another method may be more desirable. Squeeze a little paste directly on the teeth. With this method one can judge the amount of paste that has been squeezed by keeping the teeth clenched, closing the lips so the surplus paste is removed from the tube. The cap is then replaced on the tube and one is ready to begin brushing the teeth. When this method is used, the tube of toothpaste cannot be shared with others.

The toothbrush should be rinsed in cold water after brushing the teeth. The bristles may be squeezed lightly between the thumb and forefinger to remove the surplus water before replacing the brush in the holder.

Be careful not to use the same toothbrush too long. A toothbrush should be replaced when the bristles on the brush begin to lose their springiness. This is recognized when the bristles begin to feel soft.

Inexpensive substitutes for toothpaste can be found in the kitchen. Common table salt and baking soda, slightly moistened to form a paste, will satisfactorily cleanse the teeth.

- c. *Mouth Wash* — It is advisable on occasion to use a mouth wash to sweeten the breath. One pours a small amount into a cup or glass, takes a small mouthful and swishes it around in the mouth. The child must be told not to swallow it, but to spit it out into the sink.

### Care of Hair

#### 1. COMBING, BRUSHING AND SHAMPOOING

- a. *Combing and Brushing* — Hair should be combed and brushed regularly, morning and night, to give it a healthy sheen and to keep it clean. Since the hair is exposed constantly and thus picks up more dirt than the rest of the body, it needs more than shampoo to keep it clean and in good condition. Combing and brushing remove perspiration, oils and dry skin that accumulate on the scalp.

Hair should be brushed a few strands at a time, up and out, with a good medium stiff brush. One does this until the entire scalp has been covered. The hair is brushed from the scalp to the ends. When the hair is being brushed, one should cover the shoulders with a towel or special apron to keep dandruff and loose hair off the clothing.

The mother or housemother should show the child how to hold the comb and brush. The child's hand may be held while he runs the comb through the hair, and the same may be done with the brush. The adult can part or braid the hair until the child is able to do it alone.

- b. *Care of Comb and Brush* — After using a hair brush, one should run a comb through it to remove the hairs that have collected. Both comb and brush should be washed at least once a week.

The comb is cleaned by dipping it in sudsy water. It is then placed in a solution of ammonia and warm water which loosens the particles of dirt. After the dirt has been loosened by the ammonia water, it is advisable to use either a nail brush or an old toothbrush to clean the comb. Then the comb is rinsed in warm water and dried with a towel.

The brush is washed by dipping it up and down in lukewarm suds. This is done for several minutes to make sure it is clean. Then rinse the brush in warm water. In order for the bristles to retain their stiffness, the final rinse should be in cold water before wiping it with a towel. To dry the brush, place it on its side or with the bristles down in an airy place.

Each boy and girl must have his or her own comb and brush. One must learn early that this is as essential as a personal toothbrush.

c. *Shampooing*

(1) How — Shampooing should be done periodically. One should comb and brush the hair well before shampooing. This loosens any scalp scale and removes the particles.

The parent or houseparent adjusts the water to the right temperature for washing the hair. If there is no special hair washing chair and sink, it can be done in a regular bathroom sink. A towel is placed around the child's shoulders to keep him from getting wet, or one can use special rubberized aprons for this purpose. The head is lowered toward the sink so that the hair can be wet completely. If a shower spray is attached to the faucet, it is easier to wet the hair. The child should be told to keep his eyes closed in order to avoid getting suds in the eyes.

The parent or houseparent applies the shampoo to the hair and shows the child how to manipulate the fingers on the scalp. Have the child put his hands on the instructor's hands to see exactly what is being done. Then the child manipulates his own fingers on the scalp. The instructor keeps his hands on the child's hands so that he can guide him while rubbing the scalp with the fingertips. One should apply shampoo twice in order to get the hair completely clean. Each soaping should be followed by a good rinsing. To remove shampoo from every strand of hair, lift the hair with the fingertips so that the water can run through the hair more freely. When the hair squeeks when rubbing the hands over it, it is suds-free and clean. Turn off the water gradually until it is cool for the last rinse.

Use a Turkish towel or a hair dryer for drying the hair. Before the hair is completely dry, one can brush and comb it. A good time to practice making a straight part is while the hair is damp.

(2) Treatment of Hair

(a) Dry Hair — Dry hair is washed every seven to ten days. It should be brushed daily. One should wear a cap when swimming or showering. Wearing a hat in the sun will also help to prevent dryness. It is helpful to eat more fat, meat, nuts and cream.

(b) Oily Hair — Oily hair should be shampooed regularly every five to seven days — more often if necessary. One should brush the hair vigorously and systematically every day. The diet should consist of more fruit, vegetables and salads.

2. HAIR STYLING

a. Boys — Hair should be shampooed well. Unruly hair can be made more manageable with an application of a hair grooming aid. There are many brands that can be purchased. One should experiment with several until he finds the one that will give the hair the best sheen and keep the hair in place.

Though boys do not change hair styles like girls do, it is necessary to find a good barber who knows how to cut hair just right for the individual. Boys with long hair may find it necessary to go to a hair stylist for the initial shaping. Though this is expensive, a good haircut does much for the appearance.

b. Girls

(1) Cutting and Styling — Cutting is most important for styling and good grooming. Shaggy, unshaped hair cannot look well groomed. A becoming hair style makes a surprising difference. Hair styling should be discussed with parents, houseparents, friends and beauticians. Though vision is a great aid in hair styling, girls can learn how to style hair through touch. There is a style that does the most for everyone. Good haircuts and good permanents are the groundwork for all hair styles.

In order to decide the type of hair style that is most becoming, it is necessary to study the contour of the face. To give a good facial analysis, the hair should be brushed back so that one may study the profile from each side. It is necessary to examine the top and back of the head as well as the structure of the skull and hairline. One should consider the features of the individual: The width and height of the forehead, the length of the nose, the width and placement of the cheekbones, the size and shape of the mouth, the width of the jaw, and the chin line. All of these characteristics help determine whether the face is oval, round, oblong, square, diamond-shaped, triangular. If the forehead is slightly wider than the chin and the width of the face is approximately two-thirds of its length, one has an oval face which is considered the ideal shape. However, one's face may be a combination of two or more facial types. Once the shape of the face is determined, one should experiment with current hair styles until a style is found that is most becoming for the individual.

A narrow forehead seems wider if one builds the hair up and out from the temples or wears straight-across bangs. A wide forehead seems less so if you introduce a curl, a half bang, a dip or a bit of fluff on either side.

A low forehead can be camouflaged by starting bangs two inches above the hairline, by bringing the hair far enough forward to conceal the hairline and brushing the up, or by brushing waves or curls backward to shift the emphasis.

After one's face has been studied and different styles experimented with, one selects the style that does the most for her. However, it must be reiterated that good haircuts and good permanents are never to be ignored.

(2) Use of Rollers — A Parent, houseparent, friend or beautician can show the girl how to manipulate the rollers. This can be done either by holding the girl's hands and showing her how to do it, or by having her examine the hands of the person who is doing the rolling.

One starts at the crown of the head and separates a strand of hair as wide as the roller. Place the roller at the end of the hair strand and wind it toward or away from the face, depending upon the style desired. Then fasten the clamp to secure the roller, or insert a bobby pin. The next strand of hair is blocked out and one continues until the hair is completely rolled.

A girl may find it difficult to learn the process on her own hair. If so, it may be easier for her to learn how to use rollers by practicing on the hair of another girl before trying to roll her own.

(3) Pin Curls — Individual instruction is necessary in learning to make pin curls. Some girls learn by being told what to do; others are shown how to do it; still others learn by examining the hands of another while the pin curl is being made.

To make a pin curl one must place the index finger of one hand against the scalp where the curl is to be made. With the other hand one winds a small strand of hair around the finger. Then the finger is withdrawn and, while holding the curl in place, a bobby pin or clip is inserted across the diameter of the curl. The direction and position of the curls are determined by the styling desired.

Curlers (rollers), bobby pins when used to set the hair and clips are to be used only in the privacy of home or beauty salon., never in public.

### **Cosmetic Aspects of Appearance**

#### **1. USE OF MAKEUP**

a. *Introduction* — Teen-age girls should use a minimum of makeup. A fresh natural complexion is attractive in itself. However, if makeup is to be used, it is essential to understand how to apply it

effectively. Makeup adds to a person's appearance and contributes to a sense of well-being.

Specific suggestions will be given as to how a parent, a houseparent or an interested friend can assist a visually handicapped person in learning how to apply her own makeup. Less makeup is worn for daytime than for evening, and less for school or work than for parties. Fresh makeup should never be put on top of old, and it is not the best taste to apply makeup in public.

b. *Use of Powder* — Before powder is applied, one must be sure the face is clean. First wash the face with soap and warm water and rinse it thoroughly. Some girls tie a headband snugly in place to protect the hair.

The next step is to cream the face and neck thoroughly, using an upward and outward motion. The cream is removed with clean tissues. Then go over the face and neck with a pad of cotton saturated with skin freshener.

Next apply a cream or liquid makeup base. This should be applied very thinly and evenly over the entire face and neck. The makeup base prevents dirt from becoming embedded in the pores, acts as a skin treatment, enables all other cosmetics to go on more smoothly and last longer, and covers minor blemishes.

The right shade of face powder is very important. Powder is available in light, medium and dark shades and should be selected with a creamy or rosy cast to harmonize with the skin. Parent, houseparent, friend or beautician should help make the selection.

One should be careful when applying powder. A towel or special apron can be worn to avoid spilling powder on clothing.

A clean puff or piece of cotton should be pressed into the powder. Then the powder should be patted on generously and evenly over the entire neck and face except the eyelids. It is advisable to let the powder set for a minute. Then with a clean piece of cotton or a puff remove the surplus. One should use downward strokes on the face, upward on the neck. It has been found that going over the face and neck very lightly at this point with a pad of cotton moistened with skin freshener, and again applying powder, will help the powder to stay on longer. For quick grooming, some have found a cake powder, which already contains a makeup base, very effective.

c. *Techniques for Instruction* — The instructor should show the girl how to dip her fingers into the liquid makeup base and with the fingertips apply the liquid gently to the tip of the nose, chin, cheeks, throat and center of the forehead. Then, still with the fingertips, she should blend it evenly into the skin until it is absorbed. Show her how to work out to the hairline. The instructor can run her fingers over the girl's face so that she can tell the type of pressure or lightness of touch. At times it is advisable for the instructor to apply the makeup and work it in, to give an idea of how it should feel when the base is being worked into the skin. The girl can also keep her hands on the instructor's hands to get a better idea of the movements and the strokes.

d. *Rouge and Lipstick*

(1) *Rouge* — There are three types of rouge: Cream, liquid and cake. The cream and the cake types are easier for a visually handicapped person to apply. The cream rouge is applied with the fingertips while the skin is still slightly damp from the makeup base and is blended into it. Dry rouge is applied over powder and is blended lightly with cotton, a puff or a brush.

One must keep in mind the necessity of selecting the correct color and should get help on this. Rouge, lipstick and nail polish should harmonize with each other and with the hair, eyes, skin, clothing and accessories — one who has fair skin should use lighter rouge, etc.

(2) *Lipstick* — The lipstick one selects should be non-drying, reasonably enduring and creamy enough to spread easily but dry enough to stay in place. A lipstick should be selected to blend with one's skin coloring. If one has straight thin lips, the lipstick should

be applied to the very edge in the center and blended lightly into the corners. If the lips are thick, the lipstick should be kept very light at the edges and the color should be concentrated nearer the inside of the lips. If one's mouth is wider than average, the lipstick should not be carried into the corners. But the lipstick should be extended into the corners of a narrow mouth. When one smiles, the width of the mouth from corner to corner should be the same as the distance between the pupils of the eyes.

(3) Techniques of Applying Rouge and Lipstick — To apply *cream* rouge, dip the tip of the forefinger into the rouge and place a bit of rouge under the center of the eye on the cheekbone. Blend this out to the hairline. Then blend lightly along the cheekbone. Care should be exercised so that the end result is natural looking.

To apply lipstick, draw it from the center of the lip toward each corner and press the lips together. Then run the lipstick over the bottom lip again. Let the lipstick set. To prevent getting lipstick on the teeth and smearing the mouth, bite down with the lips on a piece of facial tissue. For extra assurance that the lipstick will not come off readily, powder the lips lightly after the lipstick has been applied. When the powder has had time to set, moisten the lips to restore the shine.

The parent or houseparent who gives the instruction must work individually with each girl. Here again it may be advisable for the instructor to apply the rouge and lipstick so that the girl will get the idea of how it is done. As each step is taken, an explanation is given. The girl can put her hands on her instructor's hands and follow the various motions. Then she will be told to go through the operation herself, step by step. Much practice is needed to master applying rouge and lipstick. The visually handicapped girl may find it better to apply rouge with a brush rather than with the fingertips as this gives a more natural look.

e. *Eye Glamour* — One should keep the eyebrows brushed into line and stray hairs plucked. Eyebrow grooming is as essential for boys as it is for girls. The brows should be rubbed occasionally with lanolin lotion. One should check with the tip of the forefinger to see if the corners of the eyes are clean. Be sure the fingers are washed before touching the eyes.

One should always look at the person to whom he is speaking or who is speaking to him. Looking toward the sound of the person's voice aids in looking more directly at that person. When one smiles, the eyes are attractive — they sparkle, and look alive and full of life.

If the eyes are disfigured, it is advisable to wear tinted glasses. These glasses do much to enhance one's cosmetic appearance. It is up to the parents, houseparents and friends to be honest with those who are visually handicapped and assist them in getting the proper kind of tinted glasses.

## 2. SHAVING

a. Boys — Boys should shave daily if necessary. The parent or houseparent should give instruction in handling the shaving materials.

Boys should have adequate shaving supplies among other toiletries. These supplies should include shaving soap either in a cake or spray can, a safety razor and blades or an electric razor, and pre-shave and after-shave lotion or powder.

To get the feel of shaving, a boy should practice without a blade until he is sure of the technique and what part of the face to shave. The boy should run his fingers over his face to see what part has a growth of hair and requires shaving. He should develop a pattern of shaving which will cover all parts of the face without unnecessary retracing by the razor. The free hand should maintain a check on the quality of the shave and help keep the razor in the proper position against the face. The free hand should also pull the skin taut in the area being shaved, as a safety razor can nick loose skin. This skin can also be pulled taut by the positioning of the head or by tightening the muscles. It is done mainly when shaving on the side of the face and under the chin. Pull the skin

so that the hairs come straight up, and draw the razor against the grain of the hair.

The cheekbone should be used as a point of reference when shaving the sideburns. Some have found that holding the forefinger of the free hand in a horizontal position on the cheekbone is an additional aid in shaving the sideburns. To prevent nicking the ears, the forefinger of the free hand is held in a vertical position against the side of the ear.

When using a safety razor it is best to start shaving where the skin is firm and move toward the areas of looseness. To shave the upper lip, place the razor near the nose and move it down toward the lip. When shaving the lower lip, start the razor at the upper part of the chin and draw it toward the lip.

Some may find an electric razor easier to manipulate. Hold the cutting surface of the electric shaver flat against the face. Use short, back and forth motions. To clean off rough areas, use short, orbital or circular motions. Light pressure will pick up longer hairs, yet does not tend to irritate the skin. Heavy pressure will give a closer shave, but may irritate the skin if it is tender. Pre-shave lotion or powder can help the shaver glide over the skin. The equipment should be kept clean and in good working order.

- b. *Girls* — Girls should learn to remove hair from underarms, legs and arms by the use of the electric shaver, safety razor, depilatory lotion or abrasives, or by permanent hair removal. Removal of hair from the legs is essential when girls go without stockings or wear sheer hosiery. Some methods of removing hair are better for one area than another. If the hair on the legs is not too heavy, one may prefer to bleach it rather than remove it. Peroxide is a good and harmless bleach. If one has hair on the upper lip, it should never be shaved or plucked. It may be made less noticeable by bleaching with a weak solution of peroxide. One should use tweezers to shape eyebrows and remove stray hairs. Though a visually handicapped girl can use a razor, plucking the eyebrows should be left to her sighted friend.

### 3. MANICURES AND PEDICURES

- a. *Manicures* — Everyone needs a complete manicure at least once a week. For best results the nails should be filed from side to center, with an emery board preferred to a metal nail file. Girls should file their nails almond-shape or oval to conform to the outline of the fingertips. The length of the nail should be in proportion to the size of the fingers, one's personal taste and the ability to maintain it.

Loose hangnails should be removed with cuticle nippers or sharp manicuring scissors. For safety it is wise to ask for assistance when nippers or manicuring scissors have to be used. The cuticle should be massaged back from the nail, either with an orangewood stick covered with cotton and dipped in oil or with the thumb and a lubricating cream. It is helpful to push back the cuticle with a Turkish towel after washing hands and bathing. The nails should be scrubbed with soap and warm water, and the underneath part of each nail should be cleaned thoroughly. After scrubbing the nails with a brush, one should run a nail file under each nail to check for cleanliness. The nails should be dried and then buffed with either a chamois-covered buffer or the palm of the hand to give the nails a smooth surface and to improve circulation. If nails tend to split or crack, one should take an envelope of unflavored gelatin, dissolved in fruit juice or water, once a day for three months.

One should avoid biting the fingernails. One way to overcome the habit of biting is to wear gloves to movies, games, while studying.

Clean fingernails are just as important for boys as for girls. Much of the same information that is given to girls about the care of the nails should also be given to boys. A boy should carry a small nail file and nail nippers with him at all times.

- b. *Pedicures* — Toenails should be taken care of once a week. They should be filed straight across to prevent ingrown toenails. They should be filed short enough not to project beyond the end of the

toes. If nails are clipped or cut first, they should then be filed with an emery board or a metal nail file. A foot powder should be applied after the bath if the feet perspire or tire easily.

c. *Nail Luster* — The luster of the fingernails adds much to the attractiveness of the well-groomed hand which is clean and soft. To keep a luster on the nails a buffer is advocated for the visually handicapped person. If nail polish is to be used, first one should apply a nail polish base. This base fills in the ridges, protects the nails and insures that the polish will stay on longer. One applies the polish after the base is put on. The first stroke is applied down the center of the nail lengthwise from the base to the tip, finishing with a parallel stroke on either side covering the entire nail. A visually handicapped person may have difficulty in leaving the moon showing, but she can learn to leave a hairline edge by removing a fine line of polish with the thumb as soon as the polish has been applied. If one coat of polish is used, it should be applied rather heavily. If two coats, the first should be thinly applied and completely dry before the second is applied. If desired, one may finish with a colorless top coat. Two coats of polish last longer, have a higher gloss and a truer color and are more chip-resistant. Too much nail polish may have a drying effect on the nails.

To be sure there are no traces of polish left on the thumb or on any part of the cuticle, one should use a cotton-covered orangewood stick dipped in polish remover. Polish should be removed when it begins to chip or wear thin.

If polish is used on toenails, one should use the same color as is used on fingernails. The entire toenail should be covered to make it seem longer. Polish should be removed as soon as it begins to show signs of wear. It is easier to apply polish to the toenails if one keeps little rolls of cotton between the toes to keep them apart.

## CLOTHING Proper Wearing Apparel

### 1. GIRLS

#### a. *School Wardrobe and Sports Apparel*

(1) *School Apparel* — A school wardrobe should consist of many outfits. If one selects her wearing apparel carefully, the same outfit can be worn for many occasions. Proper clothing can do much to improve one's appearance; they give one confidence and impress others favorably. One must keep in mind that being expensively dressed does not necessarily mean being well dressed. It is necessary to be able to select clothes that are right for the girl, that "do something" for her.

For school most girls enjoy wearing skirts with sweaters, blouses, shirts or jackets, jumpers with blouses, and simple wool or cotton dresses. Slacks and pant suits are also acceptable. Stockings or ankle or knee length socks are worn to school. Sandals, moccasins and other flat heeled shoes are popular. High school girls can wear some of their school clothes for casual dates. For shopping and travel, one might wear less casual clothes and stockings. Shoulder bags at times are convenient for school, shopping and travel.

When worn for dates and informal affairs, school clothes are dressed up: A soft fluffy blouse is worn with a tailored skirt or jumper, or a smart blouse with a dressy skirt. A wool or silk dress with simple lines may also be worn. Though high school girls generally go without hats, there are times when the right hat can make a good looking dress into a smart outfit.

(2) *Sports Apparel* — There is special apparel to be worn when participating in active sports. Girls wear slacks, shorts, play suits, jeans, riding breeches, bathing suits, culottes, pedal pushers.

When one is a spectator at a sports event, one dresses in casual clothes that are simple in line and in material. One is comfortable in a blouse and skirt, a tailored dress or a pants suit. In chilly weather, a head scarf or a hooded jacket can be worn, and in winter a heavy coat.

b. *Clothes for Special Occasions* — Clothes for more formal occasions such as dances and parties are usually more elaborate than those worn every day. The fabrics, colors and trimmings are richer. Stockings and shoes with heels, often pumps, are worn with dressy clothes of whatever length. Long dresses are worn to proms and some dinner parties.

A girl should have at least one hat. When a hat is worn, gloves are required. One should have gloves for most formal affairs. However, the current trend toward informality finds very few wearing hats and gloves, except in cold weather.

Evening dresses, or formals, are generally made of more luxurious fabrics than day clothes. One selects this type of clothing, as other types, according to one's figure, age, current styles and the type of affair to which the dress will be worn. Formals may be one piece, or separates (blouses and skirts). The current fashion will dictate whether the skirt will be floor, ankle or street length; it may be bouffant, straight, pleated or wrap-around. The top may have straps or sleeves of any length, or be sleeveless.

A formal dress with a jacket provides two different costumes and may be used for many occasions.

Evening shoes may be high or low heeled pumps or sandals, depending on current styles. One should select shoes in which she can walk with ease. Often white fabric shoes are purchased and dyed to match the dress.

An evening bag may be of gold or silver kid, seed pearls, brocade, satin, mesh or metallic materials. It may be of either the clutch or the pouch type.

Evening wraps may be long or short; they may be coats or capes. Though gloves are not essential, they may be worn if desired.

A simple strand of pearls is one of the few pieces of jewelry that may be worn for both casual and dress occasions. Most pieces of jewelry are suitable for either casual or dress occasions, not both. Rhinestones are correct only for dress and should be worn only after dark. Good judgment should be exercised in selecting the type and quantity of jewelry to be worn.

## 2. BOYS

a. *School Wardrobe and Sports Apparel*

(1) *School Apparel* — One should wear casual clothing in the classroom. The teenage boy should include the following in his wardrobe: A sports jacket, several pairs of slacks, sports shirts, ties or bow ties, pullover sweaters, cardigans, a water-repellant jacket or coat, several pairs of ribbed socks in solid colors, sports shoes. A boy should wear a tie on a date and, in fact, whenever he is wearing a coat, although with present-day informality ties are not worn as much as in the past.

It is advisable to have brown shoes as well as black ones. Black shoes are always right with a suit. White shoes are worn with summer sport clothes, not with business suits.

(2) *Sports Apparel* — Clothes for action sports vary from bathing trunks to football gear. One should always wear comfortable clothing that gives plenty of freedom.

b. *Clothes for Special Occasions* — One should wear a business suit for church, parties, informal dances and special events. A suit should be in keeping with current trends in pattern, style and color. Though a white shirt has always been in good taste, today pastel and patterned shirts, harmonizing with the suit, are popular.

Neckties should be selected with care. Ties, as well as shirts, should harmonize with jackets or suits. Clip-on ties with the knot already tied are available. These ties have many advantages in that they can be put on quickly, are neat and not costly.

When one is going to a formal affair, a special outfit is worn. These formal suits can be rented for a nominal fee.

- c. *How to Tie a Knot in a Tie* — Instructions must be given individually to learn how to tie the four-in-hand. It may be necessary to take the child's hands or have the child follow the instructor's hands as each step is explained and mastered.

With the tie around one's neck and the ends dangling, start with the wide end on the right and pull it about a foot below the narrow end on the left. Cross the wide end over the narrow end and back underneath. Then continue around, passing the wide end across the front of the narrow end once more. The next step is to pass the wide end up through the loop that has been formed. With the index finger hold the front end of the knot loosely and pass the wide end down through the loop in front. Remove the finger and tighten the knot carefully. Draw the knot up tightly to the collar by holding the narrow end and sliding the knot up snugly. Constant practice will result in a neat tie. Ties should be hung up neatly on a rack after use. Since there is a danger of ties getting spotted without one being aware of it, check often with a parent, a houseparent or a friend concerning this matter.

### **Care of Wearing Apparel**

#### **1. ARRANGEMENT IN CLOSETS AND DRAWERS**

- a. *Arrangement* — Clothing should be arranged in the closet and bureau drawer in an orderly and systematic fashion. Stockings are put in one part of the drawer, socks in another, handkerchiefs in still another, etc. School dresses are hung in one part of the closet separate from dressy dresses. The same is done with shirts and trousers, etc.
- b. *Identification* — Certain markings may be used to identify colors.. For example, one can sew a knot in a certain location of a garment to identify it as blue, while two knots might identify it as white. A label sewn in a specific part of a garment can serve as identification. The label could be cut into different shapes such as a triangle, rectangle or square. Children learn early to use the label to identify a shirt, skirt or dress. By the feel of different textures of fabric one can also learn to identify individual garments.

One learns at an early age how to differentiate the left shoe from the right, and the inside from the outside of the socks. At this time the child also learns that socks and stockings must be mated — one does not wear one black sock and one white. Here again there can be special markings for certain colors.

#### **2. HELPFUL HINTS**

- a. *Children*

- (1) *A Place for Everything* — Children should be taught early that there is a place for everything. The parent or houseparent and the child should work out a systematic plan whereby everything can be properly placed in the drawer: The socks on the right side, the handkerchiefs on the left, shirts in the center. Braille tags can be pasted on the outside of the drawer so that the child can locate the items quickly. After the child learns the locations, the tags can be removed.

In the same manner, the child should be taught how and where to hang his coat. He must also be shown the specific place for dresses, skirts, etc. If desired, tags can also be brailled for identifying specific locations for articles in the closet.

The instructor must place the child's hands on every article as it is placed in a

drawer or closet. The child must be given the opportunity to remove the article from its specific place and then to return it.

The child should be taught that there is a place for soiled clothing. He should know where the hamper is, and after he has removed his clothes he should put them there. It is essential that the child learn early that soiled garments are not thrown on the floor or put in a closet or a drawer.

Much time and patience are needed to teach these skills to children, but if they are taught to be systematic at an early age, it will be of great value later.

(2) How to Shine Shoes — Children should be taught how to shine shoes. The parent or houseparent can have the child put his hands over the adult's hands while he goes through the motions of shining the shoes. The next step is to have the child do the shining with the adult holding his hands. The final step is to have the child go through the motions step-by-step. The adult will assist and have the child repeat the operation when necessary.

Shoe polish is available in liquid and wax forms. Wax polish is more easily handled by the child. With proper instruction, he can be shown exactly how much of the wax to put on the cloth before applying it to the shoe. He must be shown how to rub the wax over the entire shoe and then take another cloth or brush and rub it to a shine. One runs the hand over the shoe to tell how well it is polished by the smoothness of the leather.

It is advisable to place labels on the different containers to indicate the color of the polish; one can remember the color of the shoes by the shape and style.

At an early age children should learn that shoes need repair. At first the parent or houseparent checks to see whether the shoes need repair. Then one takes the hand of the child and places it on the sole and heel of the shoe. By examining the shoe closely with his fingers, he can soon learn to tell when the sole is worn thin or the heels are run down.

(3) Additional Hints — Children should be taught individually how to tie bows and shoe laces, zip zippers, fasten grippers and how to button dresses, shirts, coats.

Many of these skills are learned by having the child put his hands on the adult's hands and examine closely how it is being done. The instructor keeps telling the child what he is doing as he does it. Then the child is told to perform the operation himself. To button his coat, he first grasps the buttonhole with his right thumb and forefinger and the button with his left thumb and forefinger. Then he places the buttonhole over the button and pushes the button into the buttonhole with the left hand. As the button is pushed into the buttonhole, it is grasped with the thumb and forefinger of the right hand and pulled through. Since buttons are on the opposite side of boys' clothing, a boy uses the opposite hands to go through the same procedure.

b. Girls — Certain facets of clothing care must be mastered. One determines tactfully that clothes are placed on hangers properly. Clothing must be brushed after every wearing. Also after every wearing one should check for tears, rips, lost buttons and soiled spots. A visually handicapped person must make allowances for clothing to be laundered and dry cleaned more frequently to insure cleanliness. One should be checking constantly with sighted persons for assurance that the clothing is in order.

Keep woolen garments out of the sun and away from heat or the fibers will become brittle and break. When woolen garments are put away after the season, they should be protected from moths. Mothproofing aids can be purchased and sprinkled over clothing before storing. There are also moth-proof bags in which clothing can be stored.

c. Boys — Clothes must be cared for properly. Clothes should not be thrown on the floor or over a chair. When clothing is removed, it should be folded or hung up.

Suits should be brushed, aired and placed on wooden hangers before being put back in the closet. A flat brush is better for brushing than a whisk broom. Trousers should be hung by their cuffs from trouser hangers, not over the bars of hangers. One should not stuff trouser pockets, and all objects should be removed from the pockets before placing garment on the hanger. Stuffing pockets causes garments to get out of shape and sag.

To keep clothing neat, it should be pressed between dry cleanings. Because of the inability of visually handicapped persons to notice whether garments need dry cleaning, they should be cleaned more often. One should feel free to ask parents, houseparents, teachers or friends whether clothing is soiled.

After shoes are removed, they should be aired and put on shoe trees. If shoes are soaking wet after being in rain, they will dry more quickly and keep their shape better if stuffed with newspaper. After they are dry, they should be polished. Polish shoes weekly and shine them daily. Overshoes are worn to protect shoes during stormy weather.

Holes in socks, frayed edges on trouser cuffs and pockets, rips, and spots and stains should all be taken care of. As soon as one notices a loose button it should be called to the attention of the person who will make the necessary repair.

## POSTURE AND MANNERISMS

### Posture

#### 1. STANDING, WALKING AND SITTING

a. *Standing* — Stand tall! One should stand with his head, chest and hips in a straight line, neck back, shoulders loose and down, knees relaxed and almost touching, and hips tucked under as if to avoid being spanked. The chest should be kept high, the back flat and the stomach pulled up and in. It's easy to stand tall if one pretends that he is reaching for the ceiling with the crown of head. Standing tall adds to one's physical stature and to the respect that others have for one who makes a good appearance.

To avoid poor posture, certain actions must be discouraged. It is advisable not to fold the arms, put hands on hips or in the pockets, sway back and forth or lean on objects.

b. *Walking*

(1) *Graceful Walking* — A graceful walk begins with standing tall. The hands should be at the sides so that they can swing slightly in rhythm with the leg movements. The toes should be pointed straight ahead and the weight should be placed slightly toward the outside of the balls of the feet. Then the knees should be relaxed, and one is ready to walk.

Parents, houseparents and teachers should have children practice proper walking. This can be done by walking together, telling the child what to do, showing him how to do it, and then observing him while he walks alone.

(2) *Walking Up and Down Stairs* — Walking up and down stairs attractively calls for poise and practice. One must concentrate on posture while going up and down. This procedure requires special individual instruction.

When one goes up stairs, the weight is kept on the back leg until the entire forward foot is placed squarely on the next step. The hips should be tucked under, the chest high and the chin in.

In order to go down the stairs gracefully, one should bend the knees deeply and go down in a straight line. The head should be held high, the chin in and the shoulders back. If desired, one can hold the rail for safety.

c. *Sitting*

- (1) Sitting Down — As one approaches a chair, locate it gently with the foot, leg or hand. Place the hand on the back of the chair, and with the free hand check to see if there is anything on it. Then place the calves of the legs against the front of the chair, keeping the spine straight, the stomach in, the hips tucked under and the left foot flat on the floor. With the right leg as a lever, one lowers himself slowly into the chair. This procedure is taught by going through the motions many times.
- (2) Sitting Tall — One should sit with spine erect, chest and head balancing over the hips, neck back and the small of the back pressed against the back of the chair. In order to avoid slumping when leaning forward, one should bend from the hips and keep the back straight.
- (3) What to Do with Hands and Feet When Sitting
  - (a) Hands — When seated, one should place both hands in the lap, palms down. This can be done by placing the right palm on the middle of the left leg between the hip and the knee, and placing the palm of the left hand lightly over the right wrist or sliding it up toward the right elbow. Others may prefer to put one hand in the lap and the other on the arm of the chair.
  - (b) Feet — Girls may place the right foot slightly ahead of the left with both feet a little to the right, or vice versa. If one wishes, one may cross the ankles. When the right ankle is on top, the feet are moved to the right; if the feet are placed to the left, it is the left ankle that is on top.

If the legs are crossed, they should be crossed well above the knees, taking care that one leg does not swing out at an angle. The knees should be kept close together at all times. Legs should not be crossed awkwardly or curled around the legs of a chair.

Boys may place both feet flat on the floor and reasonably far apart. They can cross their legs at the knees or place the ankle of one leg on the knee of the other.

d. *Rising From a Chair* — One should not push himself up with the hands as this is awkward. Girls should move to the edge of the chair as smoothly as possible, while boys may rise directly from their sitting position. The following technique may be helpful for both boys and girls: Slide one foot slightly back of the other and put the weight on the toes of that foot so that it can act as a lever. Then with the other foot flat on the floor, let the leg muscles lift one slowly and easily.

2. BENDING TO PICK UP AN OBJECT OR REACH FOR A LOW SHELF — Bending properly to pick up an object or reach for a low shelf or drawer helps with both appearance and safety. It is suggested that one bend the knees deeply and, with one foot slightly in front of the other, crouch to the floor. After having lowered one's self, one should reach for the object and when it is located, one straightens the spine and slowly stands erect again.

To locate an object, move the hand in a circular motion. Keep the hand close to the floor and continue to check for the object. One starts with a small circle and continues, making the circle larger. In this manner, all the space in the area is covered. If the object is not located, one rises and takes a step to the right or the left, and then goes through similar motions.

When reaching for low shelves or low drawers, one should sit back on the heels with the toes on the floor and the back straight. This position is much more graceful than bending from the hips with the knees stiff.

3. GETTING IN AND OUT OF AN AUTOMOBILE — One should ask the person with him to place one's right hand on the top of the open door. However, if one opens the door himself, one's hand should be placed on the top of the door. Then turn so that one faces the front of the car. Standing in this position,

the car is to one's left. The left hand is then placed on the seat of the car. Then as one places the left foot, which is near the car, into the car, he sits on the edge of the seat. The other foot is brought in as, at the same time, one lifts himself into position. All during this operation, the head is lowered in order not to bump it.

In getting out of a car, one turns slightly toward the door. He steps down with the foot near the door and bends slightly to clear the top of the car as he gets out. The other foot is then brought down and one stands erect.

Whenever possible, a visually handicapped person enters and leaves a car from the curb to avoid being exposed to traffic.

Seat belts should be fastened at all times.

#### 4. RELATIONSHIP OF HEALTH TO POSTURE

- a. *Rest* — To carry one's self well, one must be in good health. If one is fatigued, his posture is poor. One should get eight to ten hours of sleep a night to avoid fatigue. A few minutes of complete rest every day may be helpful, and one should relax whenever possible.
- b. *Food* — The food one eats has much to do with one's health, teeth, looks, posture and disposition. A daily intake of each of the four basic food groups is required:

Vitamins and minerals are found in fruits and vegetables. Four more servings are required daily.

Protein for building body tissues is found in meat, fish, poultry and eggs. The average intake should be two to three servings a day.

Calcium for teeth and bones is found in milk and milk products. Depending on age, one should drink from four to eight glasses daily.

Bread and cereals are a source of vitamin D which gives energy. One should have three or four servings daily.

To keep one's weight normal, the diet should exclude fatty foods such as sodas, sundaes, cake, pie and candy. One who is inclined to be overweight should eat smaller portions of fattening foods and more green vegetables of the leafy type, fruits and lean meat. On the other hand, those who are underweight should eat at more frequent intervals and should take more fat meats, milk, cream, eggs and other energy-producing foods.

Parents, houseparents and teachers must constantly keep after boys and girls to get their proper rest and eat the proper foods. Children should be taught to eat **all** fruits and vegetables.

- c. *Exercise* — The visually handicapped person frequently has a "pasty" white look because of lack of exercise. A brisk walk, exercise and some exposure to the sun should be included in the daily regimen.

### Mannerisms

1. **SOME COMMON MANNERISMS (OR "BLINDISMS")** — Parents, houseparents and teachers should pay attention to the various mannerisms evinced by children. Much stress should be placed on their avoidance. A child should be made aware if he possesses certain traits and steps should be taken to help him correct them. Some of the more common mannerisms may be found among the following: Unnecessary body movements and general restlessness; and a fixed and inappropriate smile or other facial expression and head rolling. Some children display nervousness by talking and laughing too loudly. Vocalization such as gutteral sounds and tongue clicking, rocking, eye poking, dropping the head so that the chin is on the chest, twiddling the fingers, thumb sucking, etc. also may be prevalent.
2. **HELPFUL HINTS** — The cooperative efforts of parents and members of the staff can do much to overcome these mannerisms. It has been suggested that shaking the head might be corrected by appropriate

exercises while lying on the back. Much of this may be due to surplus energy, nervousness and restlessness. Carrying something in the hand may help overcome the shaking of hands and twiddling of fingers. Unnecessary body movements might be overcome by giving the child appropriate exercises to keep him busy.

A touch on the shoulder, a tap on the arm or a gentle touch on the back can remind the individual of the mannerism in which he is indulging. A soft-spoken word can also remind him, and it is possible that, for the moment, he might stop. It is hoped that these mannerisms will disappear when the boy or girl realizes that they are not acceptable and are creating a poor impression for him.

This change will be hastened if one develops other signs of poise. One's ability to relax and do away with superfluous motions is an important indication of a well-controlled mind. A relaxed person does not have unpleasant mannerisms. Being conscious of one's posture may aid greatly in the avoidance of some mannerisms. Stressing positive substitutes for mannerisms will do more good than constant criticism. It is wise to speak to the boy or girl individually about the particular mannerism.

# CHAPTER TWO: INTERPERSONAL RELATIONS

## INTRODUCTION

Through interpersonal relations one finds himself. The personality patterns of growing youth depend to a significant degree upon interactions with other personalities.

In outlining this unit, the author stresses the important problems of interpersonal control with which youth will be confronted in the community. One must remember that it is the growing self which puts its imprint on interpersonal attitudes. The adolescent growth of self is a deep-seated process of searching and finding.

At each age level one is concerned with his own self or ego within that age group. As one matures, a good measure of self reliance is achieved through his changing attitudes. As his attitudes change, there is noticeable growth in his patterns of interpersonal behavior. These patterns do not develop by themselves. They take place in a complex cultural environment, and are subject to the constant influence of other personalities. There are home contacts such as parents and siblings, relatives and strangers; school contacts such as teachers, schoolmates and team and club associates; community contacts such as boy friend, girls friend, club and spiritual influences, as well as mass media — TV, radio and movies.

Though he is not always sure of himself in every situation, he strives to organize his interpersonal experiences to the best of his ability.

It is up to the parents, houseparents and teachers to keep the growth patterns of youth in mind as they attempt to instruct him in the proper behavioral patterns of interpersonal relations.

## GENERAL MANNERS Everyday Niceties and Courtesies

### 1. CONVERSATION, GREETINGS AND RESPONSE

- a. *Conversation* — A good conversationalist attracts friends and is able to hold the interest and attention of others. One's manner of speech has much to do in putting one's ideas across and showing others the kind of person he is.

One should look directly at a person when speaking. The sound of the voice identifies his location. To look at the person, turn in the direction of the sound of the voice that is addressing you, and raise or lower the head as need be.

If several people are talking, turn your head first to one and then turn to look at another. In this manner, one is always looking at the person who is addressing him or to whom he is speaking.

- b. *Greetings* — One should speak when he hears someone close by. Greet the person by saying "Hello." One should learn early the greetings of the time of day: "Good morning," "Good afternoon," "Good evening," "Good night," etc. When taking leave of someone, do not use a slang expression such as "So long," but say "Good-bye, Mrs. B." or "Good night, Mrs. C."

Courteous responses include "Yes, Mr. Brown," "Yes, sir," "Yes, Mrs. Lewis," "No, ma'am." One should say "yes" distinctly, not "yeah" or "yep." In refusing, say "No, sir," not "Nope."

- c. *Response* — Always speak clearly, distinctly and politely. Listen when one is speaking and await your turn to join in the conversation. A good conversationalist is also a good listener. Ask people questions to get them to speak about themselves, remembering at the same time not to speak

much about yourself, monopolize the conversation or ask personal questions such as the person's age, etc.

Speak in complete sentences and do not have one word take the place of several. One's voice should express his feelings — when you are happy, let your voice indicate that you are happy. Remember that a smile is detected in the voice.

2. "PLEASE," "THANK YOU," AND "NO, THANK YOU"

- a. "*Please*" — "Please" should begin or end every request: "Please may I be excused?", "Would you please assist me?", "May I have this book, please?"
- b. "*Thank You*" — Say "Thank you" when someone holds open a door for you, when you receive a present, when someone runs an errand for you, when someone passes you something at the table, when someone provides a special treat, etc.
- c. "*No, Thank You*" — Say "No, thank you" when offered a second helping and you do not desire it, when someone offers you a reward or a tip for running an errand, etc.

Be as polite to members of the family as you are to strangers. Be polite to your fellow classmates — practice good manners on them.

3. ANSWERING THE DOOR BELL, REMOVING HAT AND BEING A GOOD SPORT

- a. *Answering the Door Bell* — When someone knocks or rings the door bell, ask "Who's there?" before unlocking the door. If it is a stranger to you, ascertain the purpose of his presence; this is done with the door locked or on the chain. If it is a friend or relative, greet him with the salutation of the time of day: "Good morning, Uncle," etc. Have the guest enter and ask him to remove his wraps. If it is a lady, assist her. Hang the wraps in the closet and ask the guest to be seated. Start the conversation by inquiring about his welfare — ask how he feels, say you are glad he came, etc.
- b. *Removing Hat* — Boys remove hats or caps at the following times: When entering someone's house, a place of worship, a classroom, an elevator, etc.
- c. *Being a Good Sport* — One should learn early that one is not always a winner. It is good sportsmanship to accept defeat gracefully. One should be pleasant when he loses and should have something to say about his opponent. Always congratulate the fellow who wins or the winning team. One should shake hands when congratulating someone and be sincere about it.

4. WHEN AND HOW TO BE HELPFUL — Though one can be helpful in many ways at different times, the following suggestions may prove beneficial:

Assist someone in carrying books, bundles or packages; hold doors open for others, especially for older people (a gentleman always holds the door open for a lady); help elderly persons across the street; assist persons getting on or off a bus; help people to locate things; help fellow classmates with assignments; run errands for others; help with household chores; help teacher in the classroom, etc.

5. ATTENTION, GENTLEMEN — Certain niceties pertain only to gentlemen: The lucky boy who has a lady friend who drives must remember that it is expected of him to open the car door and assist the lady into the car. As he escorts her to the door, he asks her for the key. He then unlocks the door and helps her into the car. He walks around carefully to the other side of the car. After he unlocks his door and is seated, he gives the lady the keys to start the motor.

Upon arriving at their destination, the gentleman gets out of the car, walks carefully around the car to the driver's side and opens the door for the lady. After he escorts her out of the car, he locks the car doors.

A similar procedure is used in opening the house door for the lady.

## The Telephone

### 1. DO'S AND DON'TS IN THE USE OF THE TELEPHONE

#### a. Do's:

Have a pleasant voice when saying "Hello."

If the call is for you but your voice has not yet been recognized, say "This is he (or she) speaking," or "This is Tom (or Mary)."

If another person is wanted, say "I'll call him; just a moment, please."

If the person called is not at home at the time, your answer should be "I am sorry, but he isn't here right now. Would you like to leave a message?" Such a message should be recorded immediately and delivered as soon as possible.

If a wrong number has been called, accept apologies gracefully and do not slam the receiver. When you dial a wrong number, say "I'm sorry. I have the wrong number."

When you are expecting a call, answer the telephone yourself. Ordinarily the person who does the calling is the one to end the conversation, but you may diplomatically guide it to a close if necessary. No telephone conversation should be permitted to go on and on.

When calling Directory Assistance for a number, give the operator the name of the party as distinctly as possible. Say "Thank you" when you are given the number.

In order to give a person enough time to answer the telephone, let it ring from five to ten times before hanging up. When the party answers the phone, proceed something like this:

"Is Peggy there? . . . May I speak to her, please? . . . Thank you." At the close of your conversation, you should say "Good-bye," not "Bye-bye"; or "Good-bye now," not "All rightie." Hang up quietly. Exercise judgment as to the proper time to make a call. A girl may telephone a boy once in a while to ask a question. She should make the call brief, thank him and hang up unless he introduces another topic.

#### b. Dont's:

Don't eat or chew gum while speaking on the telephone.

Don't race for the telephone.

Don't eavesdrop or make unnecessary noise while anyone is talking on the telephone.

Don't telephone anyone very early or very late, at meal time or at his place of work.

If you are on a party line, don't tie it up unnecessarily by long calls. By law, you must relinquish immediately in an emergency.

### 2. THE DIAL TELEPHONE AND USE OF TOUCH TONE

#### a. *The Dial Telephone* — The numbers on a telephone dial appear in consecutive order from one through zero, counterclockwise. Each number has an opening into which the finger will fit. Start at 1 in the upper right section of the dial; touch one of the openings lightly and count quickly around to the desired number. There are ten openings from 1 to 0. Once the finger has been inserted into the hole at the correct number or letter, the finger draws the dial clockwise until it meets a metal barrier.

In dialing letters, one should remember that:

In the opening where number 1 is, there are no letters.

ABC appears in the number 2 opening.

DEF appears in the number 3 opening.

GHI appears in the number 4 opening.

JKL appears in the number 5 opening.

MNO appears in the number 6 opening.

PRS appears in the number 7 opening.

TUV appears in the number 8 opening.

WXY appears in the number 9 opening.

In the opening where O is, there are no letters; OPERATOR appears there.

Thus we see that no letters appear in the 1 and 0 openings, and that the letters Q and Z are omitted.

Without removing the receiver, one should practice dialing numbers and letters. This familiarizes one with the relationship of the letters to the numbers.

Some prefer dialing by counting around quickly to the desired number or letter. Others prefer to dial by putting four fingers of the right hand into the first four openings on the dial with the little finger on the 1 and the first finger or forefinger on the 4. When number 5 is desired, the first finger moves one opening to the left. To dial the remaining numbers or letters, place the little finger in the opening and the first finger will fall into the 7 opening. When 6 is desired, move the first finger one opening to the left.

One can transpose letters into numbers: If one wishes to dial GR, one thinks 4-7.

If one has difficulty in dialing, learn the location of the 0 (OPERATOR) opening. Dial the operator, give the number desired and the connection will be made for you.

One will observe that many telephone numbers today are all digits, no letters; as a result, dials are being made without letters.

b. *Use of Touch Tone* — Another method of reaching your party is by using touch tone instead of dialing.

The top of the touch tone telephone is equipped with square touch tone buttons. There are four rows of these square buttons going from left to right: 1, 2, 3 on the top row; 4, 5, 6 on the second row; 7, 8, 9 on the third row; and 0 on the bottom row under the 8. The letters are arranged on the numbers in the same manner as on the dial: 2 — ABC, 3 — DEF, etc.

The touch tone phone is used in the following manner:

- (1) Remove the receiver.
- (2) Deposit a dime (or two nickels).
- (3) Listen for dial tone. Then push the buttons firmly, one at a time, for the number you are calling. You will hear musical tones as you push each button.
- (4) If it is busy, or there is no answer, hang up and your money will be refunded. Dialing 0 for operator will suffice for emergency calls by indicating what the emergency is at the time. Be sure to give your name and address to the operator.

### 3. DIFFERENT TYPES OF CALLS

a. *Station-to-Station and Person-to-Person Calls* — Long distance or out-of-town calls may be divided into two classes.

A **station-to-station** call is one in which you will talk to anyone who answers at a certain number. The rate is lower than for a person-to-person call.

A **person-to-person** call is one in which you ask to speak to a particular person. When putting through a person-to-person call, give the name and number distinctly, saying "Please" and "Right" when it is repeated correctly. If the operator has misunderstood you, give the number again slowly and courteously.

The operator locates the specific person and then makes the connection. The rate is higher for this type of call, but in the long run it may cost less because if you do not reach your party there is no charge.

The time at the calling point determines the applicable rate period. When in doubt, dial the operator to inquire what the rate will be for the call you are going to make.

b. *Information and Emergency Calls* — If information is desired, one should familiarize himself with the number for Directory Assistance which is 4 1 1.

Emergency numbers should be at hand at all times. One should familiarize himself with the numbers of the police, fire house, doctor, druggist, etc. Dialing 0 for Operator will suffice for emergency calls by indicating what the emergency is at the time. Be sure to give your name and address to the operator.

#### 4. USING A COIN PHONE

A coin phone is used in the following manner:

- (1) Remove the receiver.
- (2) Deposit a dime (or two nickels).
- (3) Listen for dial tone. Dial first two letters and five numbers, if you have learned that the central office name is capitalized in the directory. If you learn that the directory lists digits only, dial seven numbers.
- (4) If it is busy, or there is no answer, hang up and your money will be refunded.

### Introductions

#### 1. BEING INTRODUCED

An introduction presents two or more persons to each other in such a way as to put them on a friendly, comfortable basis. At a large party, a guest should be introduced to small groups at a time; being introduced to too many people at once is more confusing than helpful.

"May I present" is used in a formal situation. When one knows that two people are not acquainted, they are introduced in the following manner: "Miss Smith, may I present Mr. Brown?" In a less formal situation, you may say "Miss Smith, this is Mr. Brown." It is also correct to say their names: "Miss Smith, Mr. Brown." Let your voice rise on the first name and fall on the second. The inflection of the voice is very important. Look first at the person whose name you say first; then turn toward the other person and say his name.

Do not introduce a person as your friend. It implies that the other person is not your friend.

When not certain whether two persons are acquainted, cover the situation with a query such as "Miss Smith, have you met Mr. Brown?" or "Miss Smith, you know Mr. Brown, don't you?"

The person to whom you present another is the one whose name should be said first. The names of women and girls, older people and distinguished persons are mentioned first in most introductions. When presenting a friend to the parent, mention the parent first: "Father, this is Mary." When introducing a parent to a teacher at school: "Miss Lewis, this is my mother."

When introducing an individual to a group, the individual's name is mentioned first: "Miss Jones, this is Miss Smith, Mr. Brown and Mr. Sax."

A doctor, a dentist, or a minister with a Doctor of Divinity degree should be introduced as "Doctor \_\_\_\_\_," a bishop as "Bishop \_\_\_\_\_," a priest as "Father \_\_\_\_\_," other clergymen as "Mr. \_\_\_\_\_," a judge as "Judge \_\_\_\_\_," and a mayor as "His honor, Mayor \_\_\_\_\_."

The term "in-law" should be avoided. Say "My brother's wife" rather than "my sister-in-law."

2. ACKNOWLEDGING THE INTRODUCTION — The person to whom another is presented must be the first to acknowledge the introduction. "How do you do?" is always correct. "Hello" is permissible if meeting someone within your own age group. It is polite to repeat the person's name: "How do you do,

Mr. Lewis" or "Hello, James." One might add "I am glad to know you" or "I have heard a great deal about you."

A girl or a woman may, if she desires, offer to shake hands with a boy or a man. Though girls seldom shake hands when introduced, they may do so if they wish. Girls and women should always shake hands with anyone who offers a hand. Men always shake hands with each other when introduced. The handshake should be brief, but not limp.

Since a handshake is to the blind as a smile is to the sighted, it is advisable that visually handicapped persons, women as well as men, extend their right hand when they are being introduced. This avoids the embarrassment of not grasping a hand that may be extended. One looks in the direction from which the voice is coming and extends his hand in a handshake by bending the arm at the elbow. It is helpful to hold the elbow lightly against the side of the body. A sighted person will grasp the hand being offered. If both persons being introduced are visually handicapped, there is a possibility of the hands not meeting, so it is advisable to gently move the hands from side to side until they meet. If one's hand is not grasped by the time the introductions are completed, lower the hand slowly.

3. SHAKING HANDS — In greeting a person, look in the direction of the person's voice and extend the right hand toward him. As his hand grasps yours, with a firm grip clasp your hand around his hand. Be sure that your hand is not limp as you grasp the other hand.

Have the elbow relaxed at the side of the body as you lift the hand to guide the arm forward to grasp the other person's hand. Be sure your fingers are not stiff as you extend your hand; keep the fingers in a relaxed position so that you can get a good grip on the hand of the person you are meeting. Put strength, firmness and warmth into the handshake.

The student must be shown by demonstration the proper muscle tension required for a good handshake. One must stress that a handshake refers to a firm clasping of the hand rather than to an act of shaking. The technique must be demonstrated in a one to one relationship, and practiced in a group.

A woman does not remove her gloves to shake hands with anyone. A man removes his glove if a woman offers to shake hands. A man also removes his glove to shake hands with another man who is not wearing a glove. However, if one does not remove his glove, there is no need for apology.

4. ADDITIONAL HINTS — Girls should rise for introductions to older women, distinguished persons and guests of honor. Men, boys and hostesses should rise for all introductions.

In introducing a person one can say something about him, such as "Mrs. Lewis, this is Mr. Brown. Mr. Brown has just come to Boston and he is a writer." This gives one a clue to a person's identity or interests.

After being introduced to a person, do not leave him abruptly. Ease off with a cordial leave-taking such as "I've enjoyed meeting you," or "I hope to see you again."

If the other person makes such a remark first, you respond: "Thank you," or "Thank you, I am glad to have met you," or "Thank you, I hope to see you again."

## SOCIAL ATTITUDES At School

1. PREPARING AND LEAVING FOR SCHOOL:

Lay out clean clothing the night before.

Have all books and materials assembled for the next day's classes.

Allow plenty of time in the morning for grooming and eating.

Avoid hasty preparations to get to class on time.

Show consideration to those one meets on the way.

Keep your voice low and your actions restrained — no rushing, no wrestling, and no showing off.

If one walks to school, do not walk on lawns or block sidewalks, and cross streets only at corners and with the traffic signal.

Walk single file when others wish to pass; do not force people to leave the sidewalk.

Boys should offer to help carry a girl's books if she has an armful and he does not have many.

Clear a passageway for adults and hold the door open for them.

Avoid crowding or shoving when entering a school building.

Boys should remove all headgear when entering the building.

## 2. BEHAVING PROPERLY IN THE BUILDING

Walk properly through the halls — do not elbow your way or drag people after you, shove, jostle, or link arms with friends.

Do not stop in the middle of the corridor and kill time.

Walk quietly and rapidly.

Say "Excuse me" when you walk in front of others; cross in back of people whenever possible.

Avoid sudden stops whenever possible.

Follow the traffic rules of your school.

Keep to the right in halls except to cross over to a classroom.

Take care of all business at your locker quickly and quietly.

Keep your locker in good order so that you can find your things more easily and with the least disturbance.

Close the locker quietly and always lock it.

Be courteous to all who are assigned to hall duty.

Keep school properly clean by depositing all papers and trash in the proper receptacles.

Any articles that one finds should be turned in immediately to the Lost and Found.

Do not crowd around the drinking fountain.

Do not splash or aim water at anyone.

Hair should be combed and makeup applied when necessary in the rest room.

Do not use the rest room as a place to meet your friends or loiter.

Keep the rest room neat and clean. Throw all used paper towels in the proper receptacles. Always flush toilets after using them.

Wash and dry hands before leaving the rest room.

Avoid being late for the next class by not visiting friends on the way.

Boys should allow a teacher or a girl to enter the classroom ahead of them.

### 3. BEHAVING PROPERLY IN THE CLASSROOM

Settle down to work quickly.

Pay attention to all questions, answers, directions and assignments.

Do not make comments when homework or tests are announced.

Clowning, stretching and yawning are out of place in the classroom.

Chewing gum detracts from one's appearance.

Do not talk back to the teacher.

Be considerate at all times by helping the teacher pass out books and papers, open windows, erase and wash blackboards, move desks and empty waste baskets.

Always address a teacher by his full name.

If you wish to recite or ask a question, raise your hand.

Do not wave your hand madly while someone else is reciting.

When it is your turn to do so, speak clearly and to the point.

Get your assignments straight and do them on time.

Do not copy or help another person cheat.

Sit erect at your desk with your spine touching the back of the chair and your legs uncrossed.

When writing, keep your feet flat on the floor.

When reciting, stand straight; do not slouch, lean against a desk or chair, or sway back and forth.

Come to class with your tools.

Take care of your books and bring them to class.

Do not destroy teaching materials.

Treat teachers with the respect that their position, age, experience and greater knowledge deserves.

Do not air grievances in the classroom; ask the teacher for an appointment to discuss the matter with him.

When you have a conference, explain your views and then listen to the teacher's viewpoint.

When the teacher leaves the room in an emergency, an excellent opportunity is provided for you to show respect for yourself, your teacher and your school.

Wait for the teacher to dismiss the class before you start gathering your books — the bell does not mean automatic dismissal.

Budget your time during study periods. This will give you more time for outside activities.

Help new students become acquainted with other classmates, school activities and the layout of the building. Make them feel at home.

When one is detained, get a proper pass before going on to the next class.

Enter the classroom quietly with a properly signed pass and without causing a disturbance.

#### 4. BEHAVIOR IN THE LIBRARY

A library furnishes a place to work undisturbed

The librarian assists one in locating books.

In return, one should be cooperative.

Open all books and magazines carefully; never cut, tear or mark the pages. Do not mar the furniture.

Silence is the first rule of a library.

Keep your voice low when speaking to the librarian.

The library is not the place to meet your friends or to have fun or long conversations.

Learn how to use the card catalog to locate your books.

Thank the librarian for all the assistance that has been given to you.

5. YOUR VOCATION — Your interests are guideposts for the future. Be active in school clubs to develop interests and abilities. Many a journalist has begun his career on a school paper; many a mathematics student who was exceptional in the classroom became a mathematics instructor in a high school or college.

Learn to observe by listening for detail. A visually handicapped person must train himself to listen more intently for what other people take for granted. He must do much reading and talk to people about the type of work in which they are employed. Reading helps develop one's personality and makes one a more interesting conversationalist. Teachers and counselor's can do much to direct one's interest and potential. Information on vocations and courses can be obtained from teachers and counselors.

6. HOBBIES AND RECREATION FOR LEISURE TIME ACTIVITIES

a. *Hobbies* — In addition to preparing for one's occupation, one should develop an interest in hobbies. A hobby is a pursuit outside one's regular occupation engaged in for relaxation. Interests, hobbies and skills are learned as early as in the primary grades. Little children learn to enjoy the radio, TV and talking books as well as reading braille books. Some enjoy collecting objects such as little bells, seashells or ceramic kittens, working with textiles, knitting or sewing. Though many of these interests may begin as a hobby, they can turn into an avocation, which in turn could become a vocation.

As students get older and become active in clubs like 4-H, Boy Scouts, Girl Scouts, Camp Fire Girls, Hi-Y, Tri-Hi-Y, etc., many interests are developed such as stamp collecting, coin collecting, etc. These interests and hobbies can prove not only enjoyable but also profitable.

b. *Recreation*

(1) Quiet Games — Since many visually handicapped persons experience considerable difficulty in meeting sighted people on equal footing, it is essential to provide adequate recreational activities.

It is at school that these activities can be learned so that upon associating with sighted friends, one can participate on an equal basis. Since a visually limited person cannot join a group and participate with them in a new game, it is essential that he learn the various games while at school either in a small group or in a one-to-one learning situation.

Though listening to the radio, TV, talking books and tapes are common social and quiet activities, there are many others. Going to the theater or concerts, playing a musical instrument and dancing have excellent social possibilities.

Children should be taught how to play checkers, chess, dominoes, cards, anagrams, Chinese checkers and other games manufactured in sets especially for blind persons. Once these games are mastered, they can play with their sighted brothers and sisters, relatives and friends as well as among themselves.

(2) Active Games — Play impulses are best expressed through games. Therefore it is necessary to learn these skills at school. Visually limited children who learn how to play games and join in the recreation of the family and community in which they live are accepted on the same basis as their sighted siblings. That is why the blind child learns the games that are played by the sighted. Some games need modification, but sight is not required to play and enjoy most of them.

Play helps the child overcome fear and any sense of the helplessness and it teaches alertness, courage and skill. Active games help a child develop good health habits and freedom of motion.

Dr. Charles Buell in his books, "Sports for the Blind," has given us many helpful suggestions in this area. He states that those of us who work with blind persons should put much emphasis on the following: (1) To make acquaintances and friends, the blind must take the initiative and not expect the public to come to them. (2) A blind child must learn his games thoroughly and be able to play them well before he will be accepted by other children, who are apt to be impatient with him. By playing games with other boys and girls, the blind youngster gets the feeling of "being in things" which gives him self-confidence, ease and freedom of manner.

The interests of the child at different periods of his development will direct him to the various games. For example, in the primary grades children enjoy singing games and imitation activities. Students in the intermediate grades as well as junior and senior high school may be interested in many of the same games, although one could divide certain games into interest levels. Dr. Buell describes sixty-five games in detail and one gets many ideas from his list. The games in his book were chosen with two thoughts in mind: (1) Games should be suitable to groups whose members have varying degrees of vision from total blindness to 20/70 on the Snellen chart, with blind players having an equal opportunity to win each game. (2) Games must be active and interesting. It is a popular belief that blindness forces a boy or girl to be inactive. The number of games suitable for blind people is limited; however, blindness places no limitations on the amount of physical activity of any boy or girl.

One should keep in mind that mixed group activities aid the development of normal relationships between the sexes. The parent, houseparent and teacher can do much to teach activities that may be carried on in leisure time to develop a richer, fuller life for every child.

7. MOBILITY — There are various methods, techniques and devices for travel. The individual must be helped to select and use to its utmost the one which seems best for him according to his needs and circumstances: A cane, a guide dog, a human guide, modern technical devices, or no aid other than a well-developed interpretation of sound and general alertness to his environment. Each device mentioned has its limitations.

While at school the individual learns to travel independently. There are ways of facilitating the mastering of independent travel. Since one cannot acquire a guide dog until he needs one for college or employment, the young visually handicapped individual must learn to use a cane with ease and also learn to walk comfortably with a human guide.

For many years it was assumed that the majority of blind children could not learn to travel independently. Today it is expected that visually handicapped children will travel on their own. Schools today have mobility specialists or instructors. The child learns to travel first in a limited environment and then in a large one. As one's mobility increases, one gains self-confidence, self-reliance and self-respect, which leads in turn to higher aspirations. The ability to travel independently broadens one's opportunities for extracurricular activities at school and greater social participation at home and in the entire community. One's ability to travel independently also provides a much wider range of employment opportunities.

The parents of visually handicapped children should encourage freedom of movement and provide open space for walking and playing. Children should be given plenty of time to examine the objects in their surroundings and should be given detailed examinations of the objects they discover.

Instructions in mobility should include posture and walking, use of the senses, use of basic know-

ledge and concepts, indoor mobility and outdoor travel. A good course covers these points and most schools that teach mobility have a detailed course of study so that parents, houseparents and teachers can aid the student to carry through what he has been taught in this class. Because of the availability of already existing materials, "A Guide for Social Competency" will not go into detail on the "hows" of teaching mobility.

It is hoped that with the mobility training presently being given to students, they will be able to follow a guide well with a light touch and little or no clinging. The visually handicapped individual must be able to explain how to get from one familiar place to another, and to observe safety precautions. He should be able to walk confidently in familiar places and with care in unfamiliar places. One should acquire the ability to enter and leave a bus, taxi or other vehicle capably. Among many other factors he should know how to ask for needed help politely and effectively, and how to refuse assistance politely if it is not required.

With sufficient mobility training one should be able to use the cane effectively and know what to do with it when not in use. Those who later feel the need for a guide dog should be sure that the dog can be given proper care. To be eligible for a guide dog, one must be in good physical condition, of average intelligence, at least sixteen years of age and usually not more than fifty-five years of age. This group would include students, housewives, employed persons, civic leaders and persons with realistic employment potentiality. Inactive and unmotivated individuals who wish a dog only for a companion do not make successful guide dog users. The reason for this is that a guide dog requires purpose and use in order to retain its effectiveness.

No matter which method or technique of mobility is used, the objective of mobility is to give visually handicapped persons genuine independence and thus acceptance in the community.

### **In Public Places**

#### **1. ASSEMBLY, THEATER, CONCERT OR SPORT**

Be quiet and sit still as soon as you have taken your seat in an auditorium. Cooperate with song leaders, speakers, music groups and cheer leaders. Do not comment to your neighbor between numbers. Assembly speakers are guests of the school; listen to what they have to say. Applause should be generous and complimentary. Eliminate feet stomping, whistling, rhythmic clapping. Hold your applause until a musical number is completed. Never applaud any program of a religious nature.

If it is necessary to purchase a ticket, await your turn in line.

Arrive early and remain until the end of the event.

Rise and keep silent if the flag is raised or the national anthem is played. Always rise when the school song is played. Boys should remove any headgear on any such occasion.

Do not talk while announcements are being made or during a performance.

Dress appropriately for all occasions: At athletic events wear casual sports clothes, appropriate to the weather. At the movies wear casual sports clothes. At the opera, for opening night, formal wear; for other nights, informal wear.

## 2. PLACE OF WORSHIP

Enter quietly and reverently.

Be on time for the service.

In most places of worship, men and boys should remove their hats as they enter the door and may, if they wish, remove their topcoats in the vestibule.

If one is late, wait in the vestibule before entering the place of worship; then take a seat as unobtrusively as possible.

Pay attention during the service.

Do not whisper, giggle, chew gum, read anything not a part of the service, or applaud.

A girl usually wears her gloves, if any, throughout the service except when going to communion.

When a boy and girl go to church together, the boy finds the hymns and reading selections for both. Each should contribute to the offering.

In greeting friends at the end of the service, do not do so noisily.

At the end of the service, greet the minister or rabbi or priest; you might tell him you enjoyed the service.

Leave quietly and reverently.

When you attend a denomination that differs from your own, your attitude should be a generous one. You may join in the worship, but you should not take communion unless invited to do so.

When you are visiting a church or temple where the ritual is unfamiliar, it is not necessary to participate in the service.

## 3. IN AN ELEVATOR

Before entering an elevator, stand to one side to allow clearance for anyone who wants to get off. When you enter, step to the rear or as far back on one side as possible.

Give the number of your floor to the operator, adding "Please." However, if it is an automatic elevator, it is advisable to ask another person to show you the button for your floor, and tell you when you get there.

Keep your voice low while riding in the elevator.

If you are in the front of a crowded elevator, step out at each floor if necessary to make room for those who want to get off before your floor. If you are in the rear of an elevator when it reaches your floor, say "Out, please" or "Excuse me" to anyone obstructing your way or, if there is an operator, give the number of your floor: "Three, please."

When a boy and girl are together, she should precede him into an elevator. If the elevator is not too crowded, he should stand back and let her precede him again when they reach their floor.

Although convention no longer requires a man to remove his hat in an office building elevator, women still notice and appreciate this courtesy,

#### 4. TRANSPORTATION

##### a. *Public Conveyance*

Be as considerate of other passengers as you would like them to be of you.

Step cautiously so that you do not tread on anyone's feet, and be careful not to poke or trip people with your umbrella or cane.

Do not take up more space with your packages than is needed.

If you have a guide dog, try not to block the aisle unnecessarily.

It is not good taste to talk loudly or to mention other people's names in public.

A thoughtful person does not smoke in public vehicles, even where it is not prohibited by law.

Before opening a window, ask permission of those sitting around you.

Offer your seat to anyone who may need it more than you do. A girl should offer her seat to a much older person. A boy should get up for a girl, a woman, an elderly man or one who has difficulty standing. A man should not take a seat that becomes available as long as any women or girls are standing. If a man is already seated he need not relinquish his seat except to an elderly person, to someone who looks tired or feeble, to a woman with a young child, or a woman acquaintance. When a girl is offered a seat, she accepts it with a pleasant word of thanks.

A girl should precede a boy when they enter a public conveyance together. This is reversed when they are leaving: The boy gets off a bus first to assist the girl in getting off. Wait for the bus to move on before crossing the street; never walk behind or in front of a bus immediately after getting off.

If a boy and girl have just met, the girl should pay her own fare. On a date, the boy pays the fare for both.

A girl should pay the fare of another girl or a woman only when that person is her guest or accompanying her as a favor.

Do not protest when a person pays your fare. If a girl has her way paid by another girl, she should pay both fares on the return trip; and the same with boys.

When using a cab, a girl should enter first. Her escort gives their destination to the driver, even if he has to ask her what it is to be. The gentleman gets out of the cab first to help her.

When using public conveyances, for comfort and convenience it is advisable to travel during off-peak hours whenever possible.

## 5. WHILE SHOPPING

Most department stores have a "shopper service." Call the store in advance to make arrangements for the shopper to meet you at a certain time and a certain place. Explain how much assistance you desire. The shopper will stay with you until you have completed your purchases.

Wait your turn for service. Do not be impatient when you have to wait. Be courteous to the salesclerk.

Tell the shopper what your price range is and ask to be told the prices of merchandise.

Do not interrupt when your shopper is speaking to the salesclerk.

If a clerk is discourteous to you, do not retaliate with the same lack of courtesy.

Examine the merchandise carefully.

Thank the salesclerk or shopper for courtesy extended.

## DATING AND SEX Pre-Dating Information

### 1. EARLY CHILDHOOD

- a. *Importance of Early Sex Education* — Sex education is an essential phase of learning when wisely presented. It should begin when the child of three to five asks "Where do babies come from?"

The White House Conference on Children and Youth set three goals: (1) To impart accurate information about sex as a part of the process of normal living. (2) To establish attitudes which will guide the boy or girl in activities with the opposite sex. (3) To provide an adult who is ready to counsel the boy or girl when advice is needed. A most important phase of sex education is to see that adolescents and youth understand that sex is proper and normal.

- b. *Hints for Parents, Houseparents and Teachers* — One must keep in mind at all times that growth is a patterning process that takes much time. Different characteristics appear each year as the child matures. Children between the ages of three and six are devoted to their parents and houseparents and are easy to lead. Since the child identifies with the parents at this early age, he wishes to do what they do, wear what they wear, etc. At this time children have warm feelings and admiration for those around them. They are curious and have much imagination. This imagination leads to a great deal of make-believe and what appears to adults as lying. A parent or houseparent should not be alarmed at this "normal" exaggeration, nor should the child be punished because he has a vivid imagination. Children are not naturally deceitful. However, if pressure is exerted on a child, there is the danger that this may become the reason for some of his exaggerations.

During this time many fears and anxieties are prevalent. These fears may stem from disturbances brought about by feeding and toilet training. Some children are more sensitive than others and have many fears for no specific reason. One should not be impatient with the child or make fun of him or try to argue him out of his fear. He should be given the opportunity to discuss his fears freely. It is necessary for him to be reassured that he is loved and that his fears are understood. One should avoid giving a child a sense of guilt feelings because of any misbehavior.

Since children are curious and interested in every part of the body, the child should have a wholesome, natural feeling about his entire body. There is a mild early interest in sex and the parent or houseparent should not be shocked at the behavior of a child who is interested in exploring

his own body and asks questions about the formation of a body of another. Questions should be answered frankly and when possible a model should be shown to answer the questions more fully. At this early age, sex can be discussed freely between boys and girls.

One need not be alarmed at masturbation in young children, for handling of the genitals is prevalent among some children at this early age. It is done more by children who are tense and worried. It is advisable to try to find out what is causing the tenseness instead of attacking the masturbation directly.

Many children begin to inquire about sex at an early age. These questions must be answered truthfully and clearly. If one finds that words do not give a clear picture, a model must be constructed to satisfy the curiosity of the child. As early as three or four, children may ask questions that are difficult for parents or houseparents to answer. A common question is "Why are boys different from girls?" Though the visually handicapped child may not obtain this information totally from personal observation, he learns much from siblings and other children.

When a child asks "Where do babies come from?" it is not necessary to give a lengthy answer. One can say "A baby grows in a special place inside its mother." If this satisfies the child, it is enough to tell him at that moment. Possibly the child might wish to know later how the baby gets into the mother and how the baby gets out. Though the mother might think that the child wishes to know about conception and sex relations, undoubtedly this is not what a little child has in mind. Children think that things get into his mother's stomach by eating food and, therefore, the thought may be confusing to him.

A simple answer for a mother to give to her child is that a baby grows from a tiny seed that is in the mother all the time. When the child inquires about the father's role, one can say that the father puts his seed into the mother also. His curiosity often is satisfied when he is told that the baby comes out through a special opening in the mother that is just for that purpose. The mother should permit her child to examine her stomach during pregnancy so that the child can see for himself how a baby grows and where the baby is located. This kind of information is much better than telling him about the stork. If his first questions are answered truthfully, the child will come to his parents or houseparents for answers to more questions. Always give him enough information to satisfy him at the time.

As the child gets older, he asks more specific questions about babies, and that is the time to go into more detailed explanations. There is much literature available that can be helpful to parents and houseparents at this time. A list will be included in the bibliography covering this unit.

## 2. PRE-ADOLESCENCE AND ADOLESCENCE

- a. *Junior High* — This is to a large extent an experimental period in the social development of young people. Parents, houseparents, administrators and teachers should set up desirable and acceptable standards of behavior that can make this group more wholesome and happy. Social maturity is aided greatly if youth is asked to participate in this planning. This planning together may help to avoid future problems. In all discussions between youth and adults, there must be sincerity and open-mindedness. Nothing must be kept from each other. For example, in the home, financial matters must be discussed openly. Personal allowances should be based on need as well as the ability to manage money.

Since personal appearance affects behavior, attitudes and grades, it is the responsibility of parents and houseparents to take an active interest in the appearance of their children. They should also encourage children to have informal parties at home, and together they should plan the type of function it will be. The planning should include the type of clothing to be worn, the time that guests should be expected to arrive, and the time the party will end. As parties are planned, parents or houseparents should plan to be at home when young people entertain. They should encourage group or double dating at this time. One should remember that dating within this age group

is good if the young people have a variety of contacts.

It may prove helpful if the parents or school personnel make the arrangements for the young people to get to and from their dating functions. A girl and her parents or houseparents should agree on a definite time for her to arrive home. A boy should be given an opportunity to meet the parents or houseparents of his date and to discuss the time for their expected arrival home. The hostess should see that the party ends at the time stated in the invitation, and the guest parents should call for their children at the designated time.

b. *Senior High* — Young people must remember that it is common courtesy to let parents or houseparents know where they are and with whom. There should be a mutual agreement governing casual drop-in visits by members of the opposite sex when parents are not at home. Children should be encouraged to bring friends home so that other members of the family can meet them. During parties it is not necessary for the parents or houseparents to be present in the room in which the party is being held; they should be close by when young people are entertaining, but should not intrude on them. This gives young people a feeling of being trusted. At times it may be advisable for parents or supervisors to assist with the preparation and serving of the refreshments, however.

(1) *Drinking* — No one has the moral, or legal, right to serve any alcoholic beverage to other people's children. An adult who does so is legally liable for any of the serious consequences which may result. If any young person brings an alcoholic beverage to a party, he should be asked to leave, and the matter should be discussed with his parents or supervisors. Young people should know that it is dangerous to ride with a driver who has been drinking an alcoholic beverage. Even in small amounts, alcohol slows the reflexes and hampers efficiency. This is also true of narcotics. Youth should be informed in depth about the habit-forming dangers of the use of alcohol and narcotics.

Since social drinking is prevalent in many homes, there is danger that young people might feel that this is the acceptable pattern of social behavior. However, school counselors and teachers can do much to point out the dangers of drinking.

(2) *Smoking* — Much literature has been published concerning the dangers of smoking. The federal government has found new evidence linking smoking to such serious diseases as heart failure, stomach ulcers, emphysema, bronchitis and cancer in other organs besides the lungs. It also points out that thousands of people die each year in fires caused by careless smoking. With all this information, many young people are still starting to smoke.

One should make up his own mind concerning this issue. Those who decide against smoking can never make a mistake. It is better to say "No, thank you," than "I don't smoke" or "I don't drink."

If one does smoke, be careful about it. Practice is necessary in striking a match and lighting his own cigarette. One should also inquire as to the proper manner of holding a cigarette.

To light a cigarette for another person, one must hold the light steadily so that the other person can approach it safely. Some attempt by the visually handicapped person needs to be made to accommodate the other for distance and position, but the major accommodation should be made by the person receiving the light.

One who smokes should keep his clothing free from ashes. If one does not smoke, he should show concern for those who do by providing ash trays, matches or cigarette lighters. Those who smoke might show consideration to non-smokers by asking permission to smoke when a guest in a private home or a member of a group.

c. *Hints for Parents and Houseparents about Behavior Changes in Youth*

(1) *Introduction* — Parents, houseparents and teachers should have a more precise know-

ledge of the advancing phases of child development. This knowledge will give one a deeper insight into the basic plan of growth. It is suggested that all familiarize themselves with some of the authors in the field such as Arnold Gesell, Frances Ilg and Louise Bates Ames. Their books give one a good picture of the sequence of behavior changes in youth.

Since society sets up its yearly standards and eligibilities along the road to maturity, the visually handicapped child must be taught how to fit into these stages. The word "teen-ager" should be used sparingly as it is a misnomer. One must keep in mind that every year makes a difference in adolescence. The range of individual differences is as wide as humanity itself.

(2) Behavioral Changes — Ages Ten to Sixteen — In a study done by Gesell, some of the following pertinent facts were made evident:

Many **ten** year old girls have experience some sort of sex play. A few show no interest in sex and ask very few questions, while others show a mild interest in the father's part in reproduction. There is an interest in smutty jokes rather than in sex. Most of the girls in this group have not heard about menstruation. Some who an interest in boys, in marrying and having children some day.

Many **ten** year old boys also have been involved in childhood sex play. Most of them do little questioning about sex, though they are not shy about being seen nude in the family. Some are aware that the mother is the origin of babies, and most of heard of intercourse and the father's role. The use of "bad" words is common among this group and they are interested in dirty jokes, especially about elimination.

The study of **eleven** year old girls reveals that most of them know about menstruation, reproduction and intercourse. There is much interest in breast development and some resentment of the coming of menstruation. When questions arise, they expect the explanations to be made frankly and concisely.

Boys of **eleven** show a greater interest in sex than they did at age ten. Some will question their parents on the subject, but they get much more of their information from other boys. There is much interest in a variety of erotic stimuli — books, jokes, conversations and some pictures. Most of the boys still regard this as "dirty." Many experience erections. Most boys at this age know about masturbation and have had some experience with it.

**Twelve** year old girls show much interest in menstruation. Many are secretive about it, while others are fearful and resistant. There are misconceptions about intercourse. Some girls indulge in sex jokes and double meaning talk in school, though there seems to be more of this by boys than girls. Girls tend to show strong emotional friendships with girls rather than with boys.

Interest in sex seems to increase among the boys of this age group, though most of the information is picked up from other boys and is not too accurate. Sex words, double meanings, and dirty jokes are frequently exchanged among these boys, though they are not always understood. Some boys will discuss sex questions with their parents, while others prefer a more impersonal source such as a counselor. These boys have frequent erections and there is much masturbation. They whistle at girls and do a lot of peeping, petty name calling and other similar advances.

By the middle of age **thirteen**, most of the girls have started to menstruate. Their interest in sex seems less overt; in school there is much note passing, joking and laughing at double meaning remarks. At this age there is a noticeable concern about personal appearance — too fat, too thin, bad complexion, poor features, etc.

**Thirteen** year old boys become more modest about being seen nude. Some of them may request an athletic support and wear it all the time because they are bothered by frequent erections. There is much masturbation in this group and nocturnal emissions occur among some boys, although many of them have not heard of this.

**Fourteen** year old girls have a greater interest in more complex aspects of reproduction, contraceptives and miscarriages. They are mainly interested in the social aspects of sex such as kissing and petting. Many girls seem to blossom and become very effective and sure of themselves with boys. They often speak of getting a "funny feeling" at some movies or when they see a boy they like. Boys seem to be uppermost in their minds and they are referred to as "boy crazy."

Nearly all boys of this age have had some experience with masturbation, and many have had nocturnal emissions. To some boys who are less informed, these experiences seem to be a source of worry or guilt. Though we find that boys' interests are more definitely directed toward girls, they are less "girl crazy" than girls are "boy crazy."

Girls of **fifteen** continue to show an interest in the social and ethical aspects of sex behavior. They discuss sex with their mothers and are interested in sex morals of one who does not marry. They discuss the pros and cons of peeing and the morality of contraception. Some of them are extremely uncommunicative with adults, are secretive and may withdraw, while others argue and are hostile.

**Fifteen** year old boys are more interested in dating girls than in looking at their legs, breasts, etc. They participate much more in arguments and discussion and are anxious to state things correctly. There is a great desire to be free and independent from the family. At this time friends mean more to the boy than does his family.

At age **sixteen** most of the girls are well informed about sexual processes. Some of the girls do not associate what they have learned about sex with their own feelings and experiences. The majority appear quite responsible and selective in their relationship with boys. Parents consider them to be more adult and less rebellious than earlier. Some of the girls even accept criticism because they feel they can "take it" and profit by it. There is a much better relationship with family, fewer arguments, less hostility and more appreciation, and they are satisfied with the freedom that has been given to them.

Among **sixteen** year old boys there is a greater interest in girls with more frequent physical contact. There is much kissing and petting. Many boys find it difficult to control their impulses and they seek stimulation from additional sources and masturbate frequently. They seem to become aware of others at this time and have some knowledge of menstruation. Many appear to be independent and self-reliant.

### (3) Physical Changes in Adolescents

- (a) Boys — There are obvious outward physical changes in the adolescent boy. These changes are caused by the production of male sex hormones. First of all, the genital organs begin to enlarge; shortly after that, pubic hair makes its appearance; height and weight seem to change overnight; muscles begin to feel larger and stronger; shoulders begin to widen; hair begins to appear in the armpits; and the long awaited beard appears.

With pressure from the outside and with the hormones stimulating masculinity on the inside, adolescence for any boy is an uneasy time.

- (b) Girls — Girls reach adolescence about two years before boys. As the female figure begins to develop, her body changes. Gradually but noticeably the breasts fill out and the area around the nipples begins to protrude. The hips

widen and become more rounded. At this time a soft growth of hair will appear on the legs, under the arms and on the lower abdomen. The internal sex organs begin to develop for the reproduction cycle.

### 3. MENSTRUATION

- a. *Learning about the Cycle* — Menstruation is a sign that a girl is well on her way to the ultimate goal of womanhood. Girls should be acquainted with pre-menstrual symptoms. Some of the discomforts during this period may be a tightness in the breasts, sore nipples, a dull headache, a low nagging backache, or cramps on the first day or two of the period. One may have aches and pains for three or four days. These symptoms disappear after the flow has started.

The cause of these aches and pains is the muscular contractions of the womb during this time. The "down in the dumps" feeling that some girls get is probably brought about by the secretion of hormone changes. Some doctors feel that the cause of headaches and backaches is the attitude toward menstruation.

At this time a girl should have proper concern for her body, diet, rest and exercise. She should continue all the aspects of normal healthy daily living and not worry about the flow. This happens to most girls and women every twenty-eight days. The menstrual flow lasts from three to five days. It should be stressed that though irregularity of one's period is not a cause for alarm, it is wise to consult a doctor.

- b. *Necessary Accessories*

- (1) *Introduction* — As soon as a girl is told about the menstrual flow, she should be told about sanitary protection to absorb the flow. Though this information is given before her menstrual periods start, she should be told, and shown, how to put on and use a sanitary belt and napkin. The time to demonstrate how the napkin is fastened to the belt should always be before menstruation starts.

Girls should learn that there are two types of sanitary protection — external and internal.

- (2) *External Protection* — External protection is the pad, available in three sizes: Junior, regular and super. The junior size is a bit narrower than the regular, while the super is extra protective. With experience one decides which size to use. The girl should be told that napkins are comfortable and that they protect one from spotting through. Further for the latter purpose, one can use skirt shields or sanitary pants. One does not use a sanitary belt when sanitary pants are worn as the sanitary napkins is fastened to a special segment of the pants.
  - (3) *Internal Protection* — Much consideration and discussion have been given to the use of internal pads or tampons. Though tampon advertisements claim that they are safe to use, some gynecological books say that theoretically they are harmful. At any rate, the tampon should not be used without first consulting a gynecologist.

Some of the advantages of using the tampon are that it is not bulky, does not hinder the activities of the wearer and is easy to carry.

- c. *Disposal of Pads* — A girl must be reminded that a sanitary napkin is not discarded in the toilet bowl because of plumbing difficulties. She should be told to wrap the discarded napkin with toilet tissue or paper towels and then place it in a paper bag. The bag should be disposed of in a receptacle which may be a regular waste paper basket or a metal receptacle provided for this purpose near the toilet bowl.
- d. *Menstrual Hygiene* — Cleanliness at this time of month cannot be overstressed. Girls must be told of the importance of shower baths which cannot hurt one at this time. The body perspires more at this time and needs extra care. It is necessary to use a deodorant under the arms and special deodorants in powder form on the sanitary napkin. The sanitary napkin should be changed often to

avoid discomfort and embarrassing odors.

Girls will feel more comfortable if, in addition to the daily bath and faithful use of deodorants or anti-perspirants, they indulge in regular exercise, watch their diet and avoid constipation. It is permissible to participate in all the physical exercise and sports to which one is accustomed except swimming in very cold water the first day which may stop the flow. To reiterate, a warm shower will not only make a girl feel better, but she will also have the assurance of personal daintiness.

## **Dating**

### **1. BOY-GIRL RELATIONS**

#### **a. Making a Date:**

A boy may ask a girl for a date by telephone, letter, telegraph or in person.

Ask for a date at a reasonable length of time in advance. Do not call at seven o'clock for a date at eight.

Tell the girl your plans for the evening when asking her for the date. A boy might ask "Would you like to go to a movie Saturday night?" or "May I come over tomorrow evening?" Do not ask for a date by saying "What are you doing Saturday night?" or "Are you busy tomorrow night?" Boys should not force girls to admit that they do not have a date.

A girl should accept or regret immediately: "Oh, that would be nice" or "I'm sorry, I have already made other plans." If you have other plans, make some further explanation.

If a girl turns down a date several times in succession with no particular explanation, the boy may be fairly sure that she does not care to date him.

If a girl is not at home when the boy telephones, he may leave his number if he would like to have her call him back. If the boy does not leave his phone number, the girl does not return the call.

If you cannot keep a date, you owe the other person a definite explanation. It is thoughtless and unreliable to break a date so that you can make another date with someone else.

One should not make an issue if she is "stood up." However, she might be "busy" if the same boy asks for a date another time.

#### **b. Calling for Your Date:**

The boy arrives on time for the date. On the first date, the girl should be ready when he arrives so that she can answer the door bell herself and make the necessary introductions. If the family has already met him, one of them may answer the door bell. When he arrives he asks for her, and talks with members of the family until she appears. She should keep her date waiting more than five minutes. While waiting for his date, he may inquire about the health and activities of the family or discuss some current topic of interest.

When his date enters the room, he should rise and remain standing until she is seated. He should help her with her coat before he puts on his own when they are ready to leave.

It is permissible for a boy to meet a girl away from her home to start out on a date, providing the girl's parents know the boy and approve. There are times when a girl has to meet a boy in town for convenience. A meeting place should be selected that is decent, safe and not too conspicuous. There are certain places that are more convenient meeting places for visually handicapped people. It is not advisable to get into the habit of meeting your date away from home.

It is permissible for a sighted girl to furnish the family car if her parents approve, and she pays all the necessary expenses. If the girl's car is used, the boy should still call for her at her own house and return her there.

c. *Specific Information about Dating*

A boy should decide how much money he is going to spend, before he starts out on a date. It is up to the boy to suggest ideas for the evening's entertainment that he can afford. The girl makes the final decision.

Going to the movies is a safe choice for a first date. One should not limit all dates to the movies, however.

It is permissible to stay at the girl's home sometimes. There is much that can be done there, such as listening to records or the radio, watching television, playing cards, checkers, chess, etc.

Do not be the third person to make a "crowd" on dates if you can avoid it. If the extra person is a girl friend, the boy should be the one to suggest what to do and where to go, because he is the one to pay all the expenses. If possible, invite another boy and make it a double date.

A boy is obligated to stay with a girl he has asked out on a date the entire evening, and he must see that she arrives home safely. A girl must stay with the boy who brought her.

One must be more careful and considerate when double dating than when just a twosome.

One's primary responsibility is to one's own date.

When part of a group, do not confine your attention solely to the person with whom you came.

You and your date should not leave the other members of your group for a prolonged period of time.

You must never let your date feel that you find someone else's date more attractive.

When carrying on a long conversation with others, you can and must include your date. Occasional questions or smiles directed toward him or her will assure one that you did not forget him or her.

When your date is a stranger to the others in the group, see to it that he or she meets the others and try to make your date feel at ease in their presence.

Be considerate of your friends' dates. Do not try to outshine them and make a hit with their dates.

A "blind date" is good only when a friend you respect makes the arrangements. No matter how unattractive your "blind date" may be, you must be as pleasant as possible throughout the entire evening. You owe this to your friend who made the arrangements.

If a boy suggests a movie that a girl has already seen, she should tell him.

When entering a theater lobby, a boy removes his hat and coat and then buys the tickets. The girl waits nearby while he is doing so. If the gentleman is visually handicapped, his escorted lady walks with him to the ticket window, and he should feel free to suggest to the lady that she do so.

When you enter the theater, wait at the head of the aisle until an usher comes to guide you to a seat. Be quiet while waiting, as talking will disturb those who are already watching the movie. The boy should ask the girl where she would like to sit so he can tell the usher. The girl precedes the boy as she follows the usher down the aisle. If the girl is visually handicapped, she takes the arm of the usher and walks a half step behind. If the boy is visually handicapped, he takes his back for her to enter the row of seats, and then follows her. As you enter the row, say "Excuse me" in a low voice to those whom you may disturb. Face the screen as you move inward and be careful not to scrape your wraps over the heads of those in the row in front of you or step on people's feet.

Double dates sit either couple by couple or with the two girls in the middle.

A girl who is wearing a hat should remove it as soon as she sits down as it may obstruct the view of those around her. A girl should also remove her coat as she sits down, with her escort helping her lay the coat back over her seat. A boy holds his coat on his lap.

When others enter the row, a boy should stand. A girl may remain seated, but she should try to make room for them to enter by turning her knees sideways.

Be considerate of others while at the movies. If it is necessary for someone to explain something to you, have them whisper quietly.

You should not sit with your arm around your companion or with your heads together. Though others do this, that is not a sign for you to do what is not accepted. One should not display affection publicly. This type of behavior cheapens you and is not flattering to your date or considerate of those around you.

After you have seen the entire show, the girl should suggest leaving. If she does not do so, the boy may say "This is where we came in, isn't it?" or "Shall we stay longer?"

Decide whether you will leave the row to your left or to your right before getting up to go. The girl should precede her date up the aisle.

Where steps are involved, if the lady is visually handicapped, have the boy hold her arm as he guides her up the stairs; when going down, have him place her hand on the banister.

If a girl gives a movie party for several couples, she should give the tickets to her escort in advance. The escort gives them to the ticket taker. The girl is responsible for providing the refreshments after the show, preferably at her home. If the girl takes the group to a public eating place,

she can avoid embarrassing the boys in her party by, if possible, paying the bill in advance or by making arrangements to pay the bill later when her guests are not with her.

Reservations have to be made in advance for plays and concerts for which seats are reserved.

Arrive about ten minutes before the play or concert begins. This gives you time to get seated, remove your wraps and be settled comfortably before the program starts.

Two visually handicapped people should always wait for the usher to escort them to their seats.

Applause is meant to say "thank you," but don't be too boisterous about it. Express your approval of a good performance by putting enthusiasm into your applause, but know when to stop.

A girl who wishes to go to the powder room during intermission should say "Will you excuse me for a few minutes?" A boy may excuse himself, also. However, not more than once during an evening should he go out to smoke.

At a play or concert, everyone should stay until the curtain falls or the final encore.

A girl should not suggest stopping anywhere to eat when she is with a date, as the boy pays the bill. On the other hand, when eating is suggested she should show some interest. On a date the girl does not give her order directly to the waiter or waitress; rather, she tells the boy, who gives her order and his own to the waiter or waitress. When the menu is to be read, ask the waiter or waitress, or your escort, to read it to you.

## 2. COURTESIES EXTENDED TO EACH OTHER

- a. *Girls* — A boy must extend courtesy to a girl whom he has asked for a date. She should let him open doors, help her with her wraps and do whatever else he can to protect her. The girl should show appreciation of his thoughtfulness and not take it for granted.

A girl should get a boy to talk about himself. Her best approach is to ask him leading questions about himself, his hobbies, work that he may be doing, or school activities. One should try to ask intelligent, sensible questions and avoid prying or personal questions.

A girl should be a good listener. Do not look bored or tell him he has repeated himself. A girl should try to adapt herself to the mood of her date. The conversation may be light and gay, or it may be serious. One should not discuss dates one has had with others. If conversation lags, fall back on news, sports, TV programs or even the weather. A girl should be enthusiastic when she and her escort are together. Always let your escort know when you are having a good time. A girl should accept all compliments graciously but casually. She should in turn compliment her date sincerely but not too frequently. A girl should take an interest in her date's friends. A boy appreciates a girl's efforts to please him. When she serves him his favorite food or wears his favorite color, she is paying him a subtle compliment.

Though boys prefer self-confident, poised girls who are not always at a loss to know what to do, they do not like aggressive girls who always take the initiative. A girl should never force herself on a boy. A girl should not give a boy her picture unless he asks for it. Though in the past it was customary for the boy to ask the girl for a date, changing customs permit a girl to initiate dating; this is particularly helpful when the boy is shy.

When a boy tries to kiss a girl and she does not want him to, she should treat the situation

lightly by saying "No, Bill, not tonight." This statement should be made nicely so that he will not resent it. Boys do not respect girls who allow familiarities easily. A girl makes or breaks her reputation by necking; boys discuss their dates just as girls do. A girl must use self-control and good judgment on a date.

b. Boys — A pleasant personality, good grooming and courtesy are the qualities that girls rate as most important in their dates. A girl appreciates a boy who extends such courtesies as devoting most of his attention to her when they are together, helping her with her coat, opening doors for her, letting her precede him except where there might be danger (in such cases, he leads the way), choosing a movie where they don't have to stand in line, and behaving with maturity and poise at all times and in all places.

Though boys do not expect their girls to go Dutch on a date, there are times when sharing the expenses seems fair and natural. A date should borrow money only in an emergency and then pay the girl promptly. It is all right to add up a bill, but it is embarrassing to quarrel loudly over an error in the check.

It is not acceptable to tell off-color stories, make offensive remarks or criticize a girl in front of others or behind her back.

It is a boy's responsibility to see that his girl reaches home not only safely, but on time. He should unlock the door for his date and see her safely inside. Rather than thank him for the good time she has had, a girl might say "It has been a lot of fun" or "I have had a good time" or "I enjoyed everything so much." If the evening or the last part of it has been spent in the girl's home she should go with the boy to the door and say "Good night."

c. *When Walking* — When a boy is walking with a girl, he belongs on the outside. In order to remain on the curb side of the sidewalk after crossing a street, he may have to change sides. To do this he should step behind the girl. At the same time, she should move inward and then hesitate slightly to give him a chance to resume his place beside her. If a boy does not cross to the curb side, a girl should not make any comment or appear to notice. However, she should try to move to the inside at the first opportunity. A boy with two girls also belongs on the outside, although it is not wrong for him to walk between the two girls. If a girl is with two boys, they would walk on either side of her. Do not walk four abreast.

Keep to the right when walking on the sidewalk to prevent collisions with others.

If someone with you stops to speak to a friend, you are supposed to walk on slowly. Your companion will rejoin you quickly or call you back for an introduction. If you stop to speak to someone, stand aside rather than block the sidewalk.

When a girl and a boy meet, the girl should be the first to say hello.

A boy should never attempt to detain a girl on the street when she indicates that she wants to be on her way.

On the street a man or boy should lift his hat in the following situations: When greeting girls, women or older men, when a person with him greets someone, when speaking to a stranger, when leaving a girl or woman, and when extending or accepting a courtesy or an apology.

If a man is smoking when he greets someone, he should remove the cigarette, pipe or cigar from his mouth. It is not good taste for a woman to smoke on the street.

### 3. GOING STEADY

a. *Disadvantages of Going Steady* — Though going steady remains in vogue, there are many disadvantages in the practice. Dating one person constantly drives away all other friends. One is kept out of circulation. This limits one's social activities and one's viewpoint and interests tend to become narrow.

b. *Advantages of Dating a Variety of People* — The advantages of dating a variety of people are that one gets to know and understand different personalities and backgrounds, and encountering many

types of situations helps one to make intelligent comparisons among members of the opposite sex. All of this develops social poise and is a real advantage when one comes to selecting a marriage partner.

One should select friends whose interests, education and home background are similar to one's own. In making friendships, one should strive to be tolerant of others no matter what the race, creed, or color may be.

Variety in dating provides an excellent opportunity to evaluate one's self as well as others.

### **Party Etiquette**

#### **1. THE PARTY**

- a. *The Invitation* — Invite guests to the party who are congenial and have similar interests. It is better to have several small parties with groups who know each other than one large party.

Invitations should be extended at least one week in advance. A written invitation is sent only when the affair is large or formal. It is all right to invite guests by telephone. If a girl plans a party for girls and boys, it is permissible to ask all the guests herself, having the boys come stag. If a boy is giving a party, he may ask just the boys and tell them to bring dates. Or a girl may invite only girls, letting them choose their own escorts.

- b. *Accepting the Invitation* — Answer an invitation to an informal party by telephone or informal note. R.S.V.P. at the end of an invitation means to answer the invitation. If an invitation is given orally, it can be accepted or declined immediately. Under those circumstances, no written note is needed. If you decline an invitation, it is polite to give an explanation when possible. When you accept an invitation to a party, you are expected to attend.

- c. *Arriving at the Party*

- (1) *Role of Hostess* — Your mother should, and your father may, be in the living room to help welcome your guests and make them feel at home. You will probably meet your guests at the door yourself, shaking hands if you wish. If you have a guest of honor, he or she should arrive early enough to receive the other guests with you. At a large party it is possible that you, the hostess, will not be at the door, but will remain nearby to greet the guests as they arrive.

A girl is directed to the room provided for wraps. That particular room can also be used to freshen up. It is thoughtful to have facial tissues, powder and pins available for anyone who may need them. Be sure there are fresh guest towels (paper or linen ones), soap and toilet tissue in the bathroom.

Boys should be directed to another room. A hall closet can be used for hanging coats. Introduce guests to those whom they do not know, as they return from removing their wraps. Arrange to have a friend available to show guests to the location of different rooms.

Give courteous attention to every guest. Try to distribute your attention evenly. It is up to you to keep checking and to arrange with certain persons to see that each guest has someone to talk to or something to do at all times, so that no one will be stranded. A host or hostess sees that guests are having a good time without making them aware of their efforts.

- (2) *Role of the Guest* — Greet your hostess, her parents and any guest of honor before you join the others. At a large party, stand quietly in the doorway until you have located your hostess. Walk into the room slowly, with good posture, looking as though you are happy to be there. When you are ready to sit down, try to find a chair near a friend or near people you know. If you are not certain who is in the room or where there is an empty chair, you might say "Good evening" or "Hello" as you enter the room. As different

voices respond, you may recognize the voice of a friend. Walk in the direction of the voice. If someone offers you an empty chair, accept it graciously and begin a conversation with the person next to you by asking who is sitting near you.

If you have not been introduced, introduce yourself. Feel free to say that your vision is impaired and you do not recognize the voices of the people around you. Feel free also to ask the names of people around you or near you.

It is up to the visually handicapped person to make the sighted guest feel at ease in his presence. This is done by starting a conversation, mentioning where you go to school and perhaps some of your interests. Inquire about the other person's activities and interests, asking the kind of questions that require more than a "yes" or "no" answer.

If you are requested to accompany a guest to another room and are not familiar with the house, fell free to tell him that it is easier for you to walk with him if you take his arm and walk a half step behind him.

A boy offers his chair to a girl, a woman or an older man. A girl need not give up her seat except to an older woman.

d. *The Menu* — Plan a simple menu that can be prepared in advance. In summer serve cooling and light foods such as fruit juices and pretzels, lemonade and cookies, watermelon, ice cream with crushed fruits, whipped cream and chocolate sauce. During the fall and winter have more energy-producing refreshments such as sandwiches and milk, cider and doughnuts, popcorn and apples, pumpkin pie, hamburgers and soft drinks, hot chocolate and cookies.

If assistance is needed to partake of the refreshments, feel free to ask a friend or someone sitting near you.

Serve the refreshments before a party shows signs of dragging. But if your guests intend to be home by midnight, serve no later than 11 o'clock.

e. *Leaving the Party* — At the close of the party the hostess stands near the door with her mother and the guest of honor and says good-bye to all of her guests. As they express their pleasant comments when leaving, you may say "I am glad you came." Each guest must say good-bye to the host or hostess and to the guest of honor.

Say a word of appreciation to the hostess' mothers. Say good-bye to other guests who are near.

After saying good-bye, do not linger but leave at once.

Each boy who has come to stag to a mixed party should consider it his responsibility to take one of the girls home.

## 2. GIFT GIVING

a. *When Gifts Are Given* — Many times a gift is brought to the hostess at a party. When attending a birthday party, a shower, a farewell party or a wedding anniversary observance, one is expected to bring a gift. Gifts are also given on the spur of the moment, at a surprise or special occasion, when people are ill, at holidays and at graduation.

Do not buy expensive gifts. This makes the other person feel obligated to reciprocate.

Thoughtfulness is shown by the unplanned and unanticipated gift. If a boy knows a girl likes chocolate covered cherries, he might stop and buy her a box on his way to see her. A girl might surprise a boy with a telegram wishing him good like the night before his first performance in the school play. A boy can send perfume, flowers or candy to a girl when he knows her preference.

Remember friends who are ill with flowers or fruit.

If one is unable to be present at a party, it is not necessary to send a gift.

If one is invited to a church wedding and to the reception that follows, or to a home wedding, one should send a gift to the bride some time before the wedding day. An invitation to a church

wedding ceremony only does not require a gift, nor does a wedding announcement require a gift. A note of good wishes is always in good taste. You can also send a gift if you wish.

b. *Wrapping the Gift* — A gift is enhanced by its wrapping and the manner in which it is given. One should and can learn to wrap gifts attractively. One should select the right paper and ribbon and practice wrapping gifts. The type of paper and ribbon to be used depends on the kind of gift and the person for whom it is intended. For a boy, gift wrap should be more tailored. For a girl, flowers are appropriate.

The size of the package will determine the design of the paper and the width of the ribbon. The colors of the paper and the ribbon should harmonize. When buying a gift, feel free to ask the salesclerk what type of wrapping paper and ribbon should be used for that particular gift. Remember, wrapping gifts and making bows takes practice.

When a gift is received, write a thank you note within two or three days. If a gift is received at a party, thank the donor then and write a thank you note later.

## Dance Etiquette

### 1. PREPARATION AND OFF TO THE DANCE

a. *The Invitation* — A boy asks the girl to a dance about ten days to two weeks ahead of the occasion. This gives the girl enough time to get ready for the dance. A boy may invite the girl by telephone or in person. If by phone, the boy talks to her a few minutes, then mentions the dance and says "Will you go with me to the dance?" If the girl accepts, the boy then tells her the type of dance it is to be, and mentions the names of some of her friends who might be going.

If a girl knows a boy at school or has been introduced to him, she may ask him to go to her club dance or to a party at a friend's house, even if a boy has never dated her before. A girl should not ask a boy to a second dance or party unless he has asked her for a date in the meantime.

b. *What to Wear* — If it is a casual dance, one wears jeans or school clothes. For an informal dance, dressy afternoon or cocktail dresses for girls and suits for boys are correct. For formal occasions such as proms, girls generally wear long dresses and boys wear evening clothes, generally a tuxedo. To all but casual and formal dances, a boy wears a coat and tie.

A boy sends flowers to his date when she wears an evening dress. He asks his date the color of the dress she is going to wear or the color of the flowers she prefers before he orders the flowers. This gives the girl an opportunity to say what type of floral arrangement or corsage she would like. The boy encloses a card with the flowers. Some boys like to have the flowers delivered to the girl's home a short time before the dance, so the girl can put them on when she dresses. Others like to give the flowers to the girl when they call for her. The girl makes the decision as to whether to wear the flowers on her wrist, on her shoulder, at her neckline or in her hair. If worn on the shoulder, they should be arranged with the stems, ribbons or wide part down.

If the boy is visually handicapped and the girl leaves the selection of the flowers to him, after asking her the color of her dress he should consult the florist about the most appropriate type of arrangement.

The girl should thank her escort for the flowers during the early part of the evening.

A boy often wears a boutonniere (a small flower in the lapel of his coat), which he orders when he orders his date's flowers. Some florists charge for this, while others do not.

c. *Off to the Dance* — The boy should plan to arrive at the girl's home a few minutes early. This gives him an opportunity to converse with her parents before leaving for the dance, which they appreciate — and perhaps the young couple or the parents want to take a picture or two.

If a taxi cab is used to call at the girl's house, the boy has the driver wait while he enters the house. If both the boy and the girl are visually handicapped, the boy should mention to the cab

driver, before he enters the date's house, that he would appreciate additional assistance on arriving at the destination. Remember that for additional services rendered, one should give more than the usual gratuity (currently 15%).

## 2. ARRIVAL AT THE DANCE

a. *Checking Coats and Going Through the Receiving Line* — The boy checks the coats when they arrive at the dance. First they greet the hostess or chaperones. If there is a receiving line, the couple goes down the line together.

(1) *Going Through the Receiving Line* — In an informal situation, the host and hostess and guests of honor stand together and greet the guests, chatting briefly with each one.

The formal receiving line is generally set up in a room where one can enter by one door and go out by another door at the end of the line.

The host, hostess and guest of honor stand just inside the door to greet the guests.

The guest walks up to the receiving line and is greeted by the hostess. If hostess and guest do not know each other personally, the guest says "I am John Brown, Mrs. Smith." After the hostess greets him and they shake hands, she is ready to introduce John Brown to the host: "Mr. Brown, this is my husband, Mr. Smith." After they greet each other and shake hands, Mrs. Smith introduces this guest to the guest of honor: "Mr. Brown, this is the newly elected president of our Chamber of Commerce, Mr. Long." If there are more people in the receiving line, this procedure is continued throughout the line.

(2) *Leaving the Receiving Line* — After greetings have been exchanged with all the people in the line, the guests enter the room where the refreshments are being served.

The host, hostess and guest of honor remain in the receiving line until all the guests have gone through the line. Then they join the guests where the refreshments are being served.

b. *Dance Courtesies* — A boy has certain responsibilities to the girl at a dance. He dances the first and last dances with her and the one following intermission. He consults the girl before trading dances. The boy sees that the girl has a partner for every dance and is not stranded between dances. It is his duty to stay with the girl during intermission and at refreshment time.

At a private party the boy is expected to dance at least once with his hostess and with the guest of honor. At a school dance the boy might ask one or two of the chaperones to dance.

At all dances a boy is supposed to dance with any girl to whom he is introduced if she is free at that time and does not have a dance promised.

The boy asks for a dance by saying "May I have this dance?", "Will you dance this one with me?", "Shall we dance?" or just "Dance?" One does not ask a girl by saying "Is this dance taken?" or "Do you want to dance?"

The girl's reply may be "Yes, you may," "Yes, I would like to," "I am sorry but this one is taken" or "Sorry, I have promised this one."

If a boy would like to dance with a girl who is sitting with her date, it is permissible for him to ask her to dance by first asking her date if he can have this dance with her.

If a girl is too tired or does not care to dance, she may ask, "Would you mind sitting this one out?" The polite boy agrees to the suggestion without protest.

If a girl does not care to dance with a certain boy at all, she may refuse by saying, "I would rather not dance this one." However, such an answer prohibits her from dancing that number with anyone else. By the following number, she can do what she pleases.

If a girl wishes to have some punch or, while dancing, would like to rest, it is permissible for her to suggest it to her date. The boy does not stop dancing for either; rather, they sit down or go for punch after dancing that particular number.

No matter how bad a dancer a girl may be, the boy must remain on the floor until the music stops.

Whether any misstep is the boy's fault or the girl's fault, the boy is the one who does the apologizing. It is customary that the boy take the blame for all mistakes made on the dance floor.

Good posture is a must on the dance floor. One should hold himself erect, yet relaxed.

The following actions are to be avoided on the dance floor: Smoking, chewing gum, humming, singing with the music, dancing with one's eyes closed.

A couple is conspicuous on the dance floor if they are the only ones executing fancy dance steps, bouncing around or making exaggerated motions.

It is difficult for the girl to follow the boy if he holds her too tightly. If a boy holds a girl too tightly, she should try to pull away gently. If he does not take the hint that he is holding her too tightly, the girl might lean back and comment, "I could dance better if I had a little more room" or "You are holding me so tightly I can hardly breathe."

At the end of a number, the boy should thank her for the dance. The girl nods and smiles when he does so; then she might say "I enjoyed it, too." If a boy neglects to thank the girl for the dance, she can say "That was fun, wasn't it?"

The girl walks on the right side of her date when leaving the dance floor. The boy should always take her back to her friends, her date or a chaperone, or find a chair for her. The girl should never be left standing in the middle of the dance floor or standing alone.

If one is sighted, that is the one who takes the initiative in finding a chair or joining friends. If both are visually handicapped, the location of the sound of the music can be a point of reference where one can meet friends.

If a boy finds himself "stuck" with a girl, he should keep on dancing with her or sit and talk with her until he finds and guides her to her escort or introduces her to someone.

c. *The Dance is Over* — After the boy and the girl have had their last dance together, he guides her toward the powder room and goes to the checkroom for their wraps. Then they say good night to the hostess or the dance committee, commenting on how much they have enjoyed the dance.

After the dance they may stop for something to eat on the way home.

At the close of the evening, the girl tells her date how much she enjoyed the evening. The girl does not thank the boy for the date.

# CHAPTER THREE: DINING SKILLS AND TABLE ETIQUETTE

## INTRODUCTION

The importance of proper dining skills and table etiquette cannot be overemphasized. In order for one to be socially acceptable to his family and his friends, it is essential for one to have know-how in handling his food with ease and the dexterity demanded by proper table etiquette.

Since the visually limited child cannot learn these skills through visual imitation, it is necessary for him to receive specific instruction in each dining skill.

The areas included in the unit are : Arrangement of place setting and the clock method, posture at the table, proper handling and use of utensils, handling of utensils for specific foods, passing foods and serving one's self, dining in public such as a restaurant or cafeteria, and "do's and dont's" when dining.

The purpose of this unit is to give specific techniques of instruction to parents, houseparents and teachers, enabling them to teach proper dining skills and etiquette.

### THE DINING ROOM Entering the Dining Room — Preliminary Preparation for the Meal

Wash your hands, clean your fingernails, comb your hair, have a clean handkerchief and a neat appearance in general.

1. SEATING — Sit down from the left side of the chair. Place the right hand on the back of the chair and with the left hand scan the arms and seat to check the shape and to see if anything is on the chair seat. Walk around to the front of the chair, sit down squarely, place feet flat on the floor and align self with the edge of the table. Grasp both sides of the chair seat and raising the body slightly, pull the chair forward to the table.
2. GRACE — BLESSING BEFORE EATING — One's head is bowed during the blessing. If standing, the hands should be at the sides; if sitting, the hands should be in the lap. The blessing may be said by a member of the family, a houseparent or a student. If you are a guest, listen closely for clues as to the procedure to follow.
3. NAPKIN
  - a. Location — The napkin is usually on the left of the plate. Sometimes it is on the plate.
  - b. Placing of Napkin — Pick up napkin and place it across lap. A small napkin is completely unfolded and a large napkin is half unfolded, and then placed on the lap.
  - c. Use of Napkin for 3rd Grader and Below — Tuck napkin in at the neck to protect the clothing. A simple knot tied in one corner of the napkin and tucked in at the neck will hold it in place.

Constantly stress the purposes of the napkin: To protect clothing, to wipe lips or fingers, to remove crumbs or wetness from around the mouth.

### Arrangement of Place Setting and Use of "Clock" Method

#### 1. TEACHING OF SETTING — BEFORE ENTERING DINING ROOM

Activity — Seat the students at a small table or desk with a place setting in front of him. The instructor stands in front of the student and tells him to place his hands, palms down, on the table in front of the plate. Then the instructor places his fingertips on the back of the student's hands. By

using the "clock" method, the instructor explains that the student is sitting at six o'clock.

With the instructor's fingertips on the back of the student's hands and using the plate as a point of reference, the student is told to place his hands on the plate in front of him, at six o'clock. He is then told to move his hands to the top of the plate, which is twelve o'clock. The right hand is then moved around to the right side of the plate, which is three o'clock. The left hand is moved around to the left side of the plate, which is nine o'clock.

The student then moves his right hand to the right of the plate and examines the location of the utensils. Here he finds the knife next to the plate. Moving outward to the right, he finds the teaspoon, and at the extreme right the soup spoon. His left hand moves left from nine o'clock to the left of the plate where he locates the fork.

Both hands are returned at six o'clock, from where the student will locate the remainder of the setting. With his right hand, he locates the water glass at the tip of the knife, at one o'clock in relation to the plate. By moving his right hand slightly around to the right and a little below the water glass, he locates his cup and saucer to the right of the spoons. The cup and saucer could also have been located by placing the right hand in front of the plate with palm down and fingers slightly curled, and moving gently to the right of the spoons.

To locate the salad plate, the right hand is moved in front of the dinner plate, at twelve o'clock. The salad plate is located to the left of the fork, so the left hand moves left from nine o'clock, past the fork, and locates the salad plate.

The bread-and-butter plate is also located to the left of the fork, but beyond the tip of the fork; it may be located by the student in the same manner that he locates the salad plate.

Though the basic utensils consist of knife, fork and spoon, it should be pointed out that there are times when more than one spoon or fork is included in the setting. Besides the teaspoon for stirring one's beverage, there might be another for an appetizer or dessert. To the right of those, there might be a soup spoon. A second fork to the left of the dinner fork would be for salad or for dessert consisting of pie or cake. By touching the place setting, one can determine the different courses to be served. It should be observed that one uses all utensils from the outside in towards the plate.

2. "CLOCK" METHOD FOR LOCATING FOOD ON PLATE — The student is told that the placement of food on the plate is also clocked. For example, meat might be placed at six o'clock, between five and seven; mashed potatoes at nine o'clock, between eight and ten; peas at three o'clock, between two and four; and a second vegetable at twelve, between eleven and one.

3. TEACHING ALIGNMENT WITH TABLE AND LOCATING OF SETTING

*Activity* — In order to align one's self with the table, run the back of the hands gently along the edge of the table. With relaxed hands and slightly curled fingers, lift the hands to the top edge of the table until contact with the dinner plate is made.

By using the plate as a point of reference, move the hands gently, palms down, from the right to the left in order to locate the utensils. The utensils are identified by a light touch of the bowl of the spoon, blade of the knife and tines of the fork. This also indicates the type of utensils being used.

The water glass, coffee cup, salad plate and other dishes can be located by keeping the hands low, usually gliding along on the curved little finger and palms of the hands so that the forefinger and thumb may grasp the glass, the cup handle or the salad dish. Much emphasis must be placed on keeping the hands **low** to prevent the fingers from knocking over objects on the table or getting into the serving dishes.

The student is to be taught to do all this in an unobtrusive manner.

## **Posture**

1. HOW TO SIT — Sit up straight in a relaxed position, resting slightly against the back of the chair with head bent slightly forward as though looking forward at the plate. Sit close to the table so that food will not drop in one's lap. Bring the food up to the mouth; do not lean forward to bring the mouth to the food.
2. PLACEMENT OF THE HANDS — Keep the elbows off the table. Though the left hand is generally in the lap when not otherwise occupied, it can be used to anchor the plate while eating. This is done by gently placing the thumb and forefinger on the plate, while the remaining three fingers rest on the table.

## **Leaving the Dining Room**

1. HELPFUL HINTS BEFORE LEAVING — On completion of entree (main course), place the knife and fork in the center of the dinner plate with the handles resting at three o'clock. The knife should be behind the fork, with the cutting edge toward the fork. One should not stack one's plates and dishes at the table nor push them away.

If a finger bowl is brought to the table, it will be placed at eleven o'clock in relation to the dessert plate. When the dessert is finished, dip the fingertips into the finger bowl and dry them with your napkin under the table.

If one is returning to the same table for a subsequent meal, fold a cloth napkin and place it at your left on the table. If there is a napkin ring, insert the napkin into the ring. If one is not returning to the same table, lay the napkin neatly crumpled at the left of your plate.

One should not leave the table until all have completed the meal. If it has not been announced that it is time to leave the table, one should listen for clues and rise when those about him are leaving the table.

In an emergency, ask to be excused from the table. One should not tilt the chair or push it back from the table with all the body's weight. The chair should be placed under the table quietly.

Leave the dining room as quietly as it was entered.

2. ASSISTING A LADY — If there is a lady to his right, a gentleman should draw back her chair as she rises and hold it aside for her to step away. The gentleman pushes her chair back under the table quietly. The lady walks ahead of the gentleman out of the dining room.

Second and third grade boys are not too young to learn the courtesies that a gentleman should extend to a lady. Assisting the lady with her chair requires individual instruction, and much repetition may be needed.

## **Proper Handling and Use of Utensils**

1. HOLDING THE UTENSILS
  - a. *Fork* — The fork is held close to the top of the handle between the thumb and the index finger. The handle of the fork rests against the index finger, which meets the thumb across the handle. The fingers underneath act as a support or balance.
  - b. *Teaspoon* — The teaspoon is held in the same manner as the fork.
  - c. *Soup Spoon* — The soup spoon is held in the same manner as the fork.
  - d. *Knife* — The knife is held with the handle in the palm and all fingers wrapped around the back and outside; the fingers are extended slightly under the handle with the thumb on the inside of the handle and the forefinger resting along the top (non-cutting) edge of the blade. The thumb and index finger are used to help give leverage for easier cutting.
2. USE OF THE UTENSILS

- a. *Fork*
  - (1) *Scoop Method* — This method involves dipping the forward part of the fork into the food. It is done by leveling the fork and then bringing it to the mouth. This method is used for mashed or soft vegetables and for corn, peas, etc.
  - (2) *"Pierce" or "Stab" Method* — This method involves inserting the tines of the fork into the food and lifting it to the mouth. This is used for solids such as fruit salad, string beans, carrots, meat, etc.
  - (3) *Cutting* — The fork is also used for cutting. The following are foods that are cut with a fork: Hamburger, meat loaf, meat patties, fish, some soft salads and some vegetables. The fork is held in the right hand at an angle for cutting.
- b. *Teaspoon* — This utensil is used for eating cereals, cooked or sliced fresh fruit, puddings and desserts other than pie and cake, and for stirring beverages. The spoon is never left in the cup; it is placed on the saucer after being used to stir.
- c. *Soup Spoon* — The soup spoon is used by dipping it away from one's self. When it is filled with the liquid, it should be tilted slightly toward one's self, in order to empty some of the liquid into the soup bowl and prevent spilling of the soup when taking it to the mouth. Soup is always taken from the **side** of the spoon.
- d. *Knife* — The knife is used for cutting and for spreading.

3. HANDLING THE UTENSILS FOR SPECIFIC FOODS

- a. *Cutting Meat with With a Fork and Knife*
  - (1) *Holding the Fork* — The fork is held in the left hand by the thumb, index finger and middle finger. The remaining fingers are curled under the fork, and the side of the middle finger rests on the outside of the handle. The tines are downward and the index finger is extended straight down on the back of the handle to just above the tines. The end of the handle rests in the palm near the bottom of the little finger. The fork is held nearly vertical.
  - (2) *Holding the Knife* — The knife is held in the right hand by the thumb, index finger and middle finger. The thumb is extended and is on the inside of the handle. The index finger is extended on top of the handle. The middle finger and the remaining two fingers are curled over the top of, around the outside of and under the handle. The end of the handle rests in the palm near the bottom of the little finger. The knife is held nearly horizontal from left to right.
  - (3) *Cutting the Meat* — Holding the fork in the left hand with the tines down and with the forefinger placed where the tines join the handle to give greater leverage, move the fork across the plate until it comes in contact with the edge of the meat. Slightly lift the fork and slide it over the edge of the meat. Gauge with the knife and fork and go inward about half an inch. Pierce the meat with the fork.  
Place the knife in front of the tines and cut around the fork carefully. Saw back and forth using enough pressure to cut the meat. After the piece of meat has been cut, place the knife across the top of the plate between eleven and two o'clock. Transfer the fork to the right hand before carrying the piece of meat to the mouth. This procedure is repeated with every bite.
- b. *Cutting Meat Loaf and Other Soft Foods With a Fork and a Pusher*
  - (1) *The Fork* — Grasp the fork with your thumb, index finger and middle finger with the concave part of the tines facing six o'clock. Extend the index finger on top of the tines. The middle finger and the last two fingers are curled around the back of the fork and under the handle. Rest the end of the handle in the palm near the bottom of the little finger. The fork is now almost horizontal from left to right. The edge of the tines is in a position

for cutting the food.

- (2) The Pusher — A Quarter of a Slice of Bread, A Piece of Roll or a Cracker — A pusher is held in the left hand between the thumb and index finger with the next two fingers serving as a support underneath. It is used to locate the food and/or steady it while it is being cut with the edge of the fork, and it can also be used to assist in getting food onto the fork. The pusher can be held at the rim of the plate to keep food from falling on the table.
- (3) Using the Fork and Pusher — With the fork held in the right hand in a position for cutting (horizontal) and a pusher in the left hand, the individual examines the piece of meat loaf by placing the fork horizontally to the front edge of the piece to be cut and the pusher in front of the fork.

Move the fork back to determine the size of the bite and press down with the fork to cut the meat loaf. In the same manner, check to see if the bite is too large. If so, cut it in half in the manner described above. "Stab" the fork into the piece that has been cut, and bring it to the mouth. If there is difficulty in "stabbing" the bite, scoop the food onto the fork with the pusher.

- c. *Eating Soup* — Locate the soup bowl with the left hand. Anchor the bowl with the thumb and index finger of the left hand on the outside of the bowl and hold it. The soup spoon is in the right hand with the bowl of the spoon level. Insert the spoon into the bowl and dip away from the bowl to fill the spoon. Before lifting the spoon to the mouth, tilt the spoon slightly toward one and empty some of the contents into the bowl to prevent spilling while carrying the spoon to the mouth. Soup is sipped from the side of the spoon. Do not tip the bowl to get the last of the soup; however, if the bowl is tipped, it should be away from one's self. For visually handicapped persons, there may be a tendency to tip it too far. **Caution is suggested.** Leave the spoon on the plate under the soup bowl when finished.

Soup served in a cup with a handle may be drunk from the cup. If the cup has two handles, both hands may be used. One should not blow on soup to cool it.

- d. *Buttering Bread* — A slice of bread is broken in half, and then into quarters. Each quarter is buttered as it is needed.

Pick up the slice of bread and break it in half. Place the half in your right hand back on the bread-and-butter plate. Then break the piece in the left hand into two parts, placing the part in your right hand on the bread-and-butter plate also.

Locate the butter with the hand that is holding the bread. Lightly search for the butter with the little finger. This is done inconspicuously by trailing the little finger. Then bring the knife to the butter and estimate the amount to be cut off for spreading. Use the piece of bread to keep the pat of butter in place while selecting the amount desired. With butter on the knife, take the knife to the bread and put the butter on the center of the bread.

To remove the butter from the knife, press slightly down on the bread as the knife is drawn away. Turn the knife over and spread the butter by spreading from the center of the bread outward.

If a butter knife is used, place it on the bread-and-butter plate between eleven and two o'clock. If you use the table knife, place it on the dinner plate between eleven and two o'clock.

- e. *Cutting Lettuce* — Place the fork in the nearest leaf or chunk of lettuce, then cut with the knife beyond it. Place the fork a "step" farther and cut beyond that. The pressure of the fork anchors the salad plate while cutting. To pull the fork out of the lettuce, anchor the lettuce with the knife.

Many times cutting lettuce with the fork only proves embarrassing. Though etiquette books in the past have stated that a salad should not be cut with a knife, it is often easier to use both the knife and the fork.

A visually handicapped person should use the method best suited for him. However, if one does not feel comfortable cutting one's salad, feel free to ask for assistance. At times it is less

conspicuous to have someone else cut one's salad.

f. *Handling of Fish* — A pusher should be held in the left hand and a fork in the right. The pusher is used to anchor the fish as the fork separates the fish from the bones. The pusher is placed at the edge of the fish.

The fork is placed in a cutting position about an inch away from the pusher. The pusher is then placed in front of the fork. Lift the fork and cut around the pusher. When the fork hits the plate, the piece of fish is cut free. Move the pusher slightly back with part of it on the bite. If a fish is firm, use the "stab" method to pick up the fish.

If a bone is taken to the mouth, remove it as inconspicuously as possible with the fingers. Place the bone on one side of the plate, and remember the exact location.

g. *Handling of Chicken and Other Fowl* — With the fork in the right hand, examine the meat on the plate. Shift the fork to the left hand and anchor the meat. Pick up the knife with the right hand and cut a bite, place the knife on the edge of the plate between eleven and two o'clock and transfer the fork to the right hand to eat.

The following procedure is used when eating chicken with the fingers: Examine the meat on the plate with the fork in the right hand. Anchor the fork on the meat. Place the left hand where the fork is anchoring the meat. Place the fork on the plate.

With the fingers of the right hand, pick up the chicken for eating. If the leg and thigh have not been cut apart, it is better to break it at the joint with the fingers, rather than attempt to cut it there.

If you do not feel comfortable cutting chicken, it is proper to seek the assistance of the waitress or of a person with you.

If the waitress cuts your meat, it is generally done in the kitchen.

If a friend assists you with the cutting, have the plate with the meat to be cut placed in front of that person. When the meat is cut, the plate is then returned to you. This is less conspicuous than having someone reaching in front of you to cut your meat.

h. *How to Handle Certain Foods*

(1) *Baked Potato* — Usually a slit or a cross is cut on top of the potato. A square of butter or sour cream may be put in the slit. Grasp the potato with the left thumb and forefinger and, with the fork in the right hand, insert it into the opening of the potato, stirring the butter and adding salt and pepper. Gently scoop some of the potato onto the fork and lift it to the mouth.

If the potato skin is eaten, it should be cut with a knife into bite-size pieces and eaten with a fork.

(2) *Eggs*

- (a) *Soft Boiled Eggs* — Crack open the egg with a knife. With a spoon scoop the egg into a dish. The dish is located by the dangling little finger of the scooping hand.
- (b) *Hard Boiled Eggs* — Hold the hard boiled egg in the left hand and with the table knife in the right hand, crack the shell of the egg with the handle. Remove the shell from the egg, placing the particles in the bread-and-butter dish or in any other available dish. This egg can be eaten with the fingers. If desired, chop it up in a sauce dish with the fork and anchor the egg with the aid of a pusher. It may be eaten with either a spoon or a fork.
- (c) *Scrambled Eggs* — Examine the eggs with a fork to see if they are of the same texture as soft meat. If the eggs are soft, eat them with a fork and a pusher using the scoop method. If the eggs are firm, cut bites with your fork and use the pusher. The stab method is used to pick up the eggs.
- (d) *Fried and Poached Eggs* — Eggs prepared in these ways can be cut with a fork with the aid of a pusher.

4. UTENSIL FOODS

- a. *Foods Eaten With a Spoon* — Spoons serve as scoops and stirrers, and partially as cutters. Food that is too soft or too moist to eat with a fork should be eaten with a spoon.  
This includes some of the following: Fruit cocktail, half a grapefruit, soups, cereals, creamed vegetables, stewed tomatoes, stewed fruits, soft-cooked eggs, fresh fruit served with cream, fruit shortcake served with cream and soft puddings and custards.
- b. *Foods Eaten with a Fork* — Forks serve as skewers and "shovels," and partially as cutters. They are used for eating most firm foods and many soft ones. Fork foods include some of the following: Meat, fish, poultry, potatoes and other vegetables when not creamed, seafood such as oysters and shrimp, all kinds of salads, croquettes, hash, stew, soft cheese such as cottage cheese, hot quick breads that cannot be picked up in the fingers such as waffles or griddle cakes, and desserts such as pie, shortcake with whipped cream and soft cakes.

5. FINGER FOODS — These are the foods that are dry or firm and small enough to be eaten with the fingers.

Some finger foods are: Bread, rolls, crackers, toast, most sandwiches, celery, radishes, olives, pickles, crisp bacon, barbecued spareribs, French fried shrimp (with tails), French fried potatoes, artichokes, corn on the cob, dry cakes, cookies, hard cheeses, cherries, grapes, nuts, candies, crystallized fruits and pretzels.

6. HANDLING DESSERTS

- a. *Fruit* — Pear, peach and apricot halves may create a problem. Place the thumb and forefinger on the side of the dessert dish between six and nine o'clock to assist in anchoring the dish while the fruit is being cut and to prevent the fruit from slipping out of the dish. If a cookie or cracker is available as a pusher, it can be used for anchoring the fruit while it is being cut with the spoon. Should difficulty be encountered, check to see if the cut side of the fruit (the part where the pit has been removed) is face down; if not, slip the dessert spoon underneath and turn the fruit over toward the pusher or toward the side of the plate where the thumb and forefinger are anchoring the plate.  
Cut each bite with the spoon, being sure that each bite is completely severed from the remaining portion.  
It is advisable to consume the juice before eating the fruit to prevent the juice from spattering out of the dish while cutting.  
A fork is used for salads and anything served on a plate.  
A spoon is used for desserts and anything served in a sauce dish.  
If fruits that have pits or seeds, such as cherries or grapes, are served, the entire fruit, pit and all, is put in the mouth. The pit or seed is then removed and taken to the plate by spoon. However, if a fruit is taken to the mouth with the fingers, the pit is, of course, removed with the fingers.
- b. *Ice Cream* — Ice cream or sherbert is eaten with a spoon. Cake a la mode or pie a la mode is eaten with a fork.  
Ice cream and cake served separately, but on the same plate, are both eaten with a fork.  
To anchor the plate, place the thumb and forefinger on the side of the plate between six and nine o'clock.  
If a cookie is available, it can be held in the left hand as a pusher to keep the ice cream from sliding off the plate.  
A parfait, which is served in a tall narrow glass, is eaten with a long narrow spoon. It is a mixture of various layers of ice cream or sherbert combined with syrup and, often, whipped cream.  
If ice cream is hard when served, it is advisable to wait a few minutes to allow it to soften, which will aid in keeping it on the dish.

c. *Cake* — Cake with soft icing is eaten with a fork. If no fork is provided, a teaspoon can be used. A cupcake is eaten with a fork. Shortcake served with whipped cream is eaten with a fork, but when served with sugar and cream it requires a spoon. A fork should be used for Frency pastry, and here again the plate is anchored with the thumb at six o'clock and the forefinger at nine. Cake a la mode is eaten with a fork, and from the point of the cake back.

Cake is cut with the side of the fork and the stab method is generally used to place the cake on the fork. When the scoop method is used to get the cake onto the fork, the left hand which is on the edge of the plate can act as a guide to keep the cake from sliding off the plate.

d. *Pie* — With the back crust of the pie between ten o'clock and two o'clock, place your left thumb and forefinger at the upper left hand corner of the back crust. Hold the fork in the right hand and measure off a bite, starting at the point of the pie. The fork is placed sideways into the bite and pressure is applied until the crust is served. After the point of the pie wedge has been eaten, cut the left hand side diagonally. The next bite is cut diagonally from the right hand side. This makes the pie wide at the bottom. Continue in this manner until the back crust is reached.

By means of the fork in your right hand and your left thumb and forefinger, turn the back crust so that one edge is at twelve and the other at six o'clock. Continue taking small bites until you finish the crust.

If a cookie is handy, it may be used as a pusher.

Pie a la mode is eaten with a fork, and from the tip to the back crust.

## 7. FOOD COURSES:

- a. *Appetizer* (juice, fruit cup or seafood such as shrimp cocktail)
- b. *Soup*
- c. *Salad*
- d. *Entree* (main dish)
- e. *Beverage* (can be served with meal or after)
- f. *Dessert*
- g. *Bread or rolls, relishes*  
*Cocktails* (if preferred, before dinner; liqueurs are served after a meal)

## 8. HANDLING TABLE ITEMS

a. *Salt and Pepper* — Salt is recognized by the touch and pepper by the smell — salt is coarser than pepper.

Locate the food with the fork and with the palm of the left hand facing upward, slanting toward the body and the fingers slightly apart, and with the salt or pepper shaker in the right hand, sprinkle the ingredients through the fingers. If desired, one may shake salt into the palm of the left hand and, taking pinches of the salt with the right hand, sprinkle it over the food. Care should be taken in sprinkling seasonings on food.

b. *Sugar* — The sugar bowl is held in the left hand and the sugar shell, if there is one, or the teaspoon in the right. Bring the sugar bowl close to the top of the cup. Put the spoon into the sugar bowl and fill it level. Tap the bowl of the spoon lightly on the inside of the sugar bowl so that any excess sugar falls back into the bowl.

By putting your thumb and forefinger of the left hand partially around the rim of the cup, the center of the cup may be located.

Empty the sugar into the cup. Return the sugar bowl with the sugar shell to the center of the table. Using your teaspoon, stir the sugar into the liquid and put this spoon on the saucer. The spoon is not used to sip the beverage spoonful by spoonful.

The spoon is put on the saucer, not on the table. It is never left in the cup.

c. *Passing Pitchers, Pouring Cream and Other Liquids* — One grasps a pitcher with the right hand,

uses it, transfers it to the left hand and passes it with the handle toward the person receiving it. That person grasps it with his right hand, uses it, etc.

The cream pitcher is used in the following manner : Bring the cream pitcher near the cup with the right hand. Using the left hand as a guide, anchor the cup by placing the thumb and forefinger around the side of the cup. Place the spout on the right side of the cup's rim, tilt the pitcher and pour. The sound and the interim of time will give information as to the amount poured.

Liquids are poured in a glass or cup in the following manner: Place the glass on the table with the left hand. Grasp the container with the right hand, and with the left hand locate the spout of the container and guide it to the edge of the glass. Now place the first three fingers of the left hand around the rim of the glass. Slip the forefinger of the left hand into the glass approximately one-half inch. Pour the liquid slowly until it reaches the tip of your finger. Since containers have different types of pouring spouts and lips, always locate these openings with the left hand before pouring. Some prefer to tip the glass slightly as the rim is placed under the spout of the container and then bring it to an upright position as it is being filled (the sound and the weight of a glass as it is being filled must be noted). Others prefer to hold their fingers on the outside of the glass or cup and pour until the warmth or coldness of the liquid is felt through the glass or cup. This takes a great deal of practice.

d. *Locating Cookies, Rolls and Bread* — If the plate of cookies is on the table, locate the edge of the plate with the left hand, and gently move in with the right hand to find a cookie.

When a plate or basket of rolls is being passed, grasp it with the right hand, transfer it to the left hand and with the right hand locate the edge of the plate and reach for a roll. The same procedure is used for passing slices of bread.

e. *Passing Food and Serving One's Self* — Food is generally passed to one's right and received on one's left. To avoid awkward twists of the wrist, however, take the dish with your right hand and transfer it to your left in order to serve one's self with the right hand. Before receiving the dish, make room for it at the left of your plate and put it down. If the serving dish has both a serving fork and a serving spoon, hold the spoon in the right hand to take the food, and hold the fork in the left hand with the tines down to keep the remaining food on the dish in place as the spoon is being lifted. If there is a handle to the dish, turn it toward the person receiving the dish.. Make certain that the fingers do not come over the edge of the dish.

The serving spoon and fork should be toward the person to whom a dish is being passed. This will avoid one's having to move his hands all around the dish to locate the utensil(s). It is easier to serve one's self if a dish is placed down on the table. Be sure enough room is made for the dish before you receive it.

Much practice is needed in passing foods and serving one's self. (This can be introduced in the elementary school.)

## DINING IN PUBLIC The Restaurant

1. ENTERING THE DINING ROOM AND LOCATING THE TABLE — Generally one is greeted by a hostess or a headwaiter. A cane or guide dog signifies that one may require assistance. To make the hostess or headwaiter feel comfortable in the presence of a visually handicapped person, ask if you may take her arm. As you place your hand on her arm, step back on step, thus permitting your hand to slide to her elbow which facilitates following her. When she stops at the table, ask her to place your hand on the back of the chair or on the edge of the table.

If both the lady and the gentleman are visually handicapped, have the lady take the hostess' arm and the gentleman take the lady's arm, each being slightly behind the other.

When you arrive at your table, the gentleman asks the hostess to place his hand on the back of a chair so that he can seat the lady.

He asks the hostess for the location of the checkroom or the nearest rack where he can hang his hat and coat. Before the lady is seated, he assists her in removing her coat which he either hangs up or she lays back over her chair.

If it is the lady who is visually handicapped, she takes the gentleman's arm and walks one step behind him to the table. She should not permit the gentleman to push her ahead of him.

On reaching the table, he places her hand on the back of the chair. She steps to the left of the chair and then in front of it. The gentleman pulls out the chair and seats the lady. If he is visually handicapped, he grasps the edge of the table and she pauses, which is his clue that she has stopped at her chair. He lets go of her arm and she steps to the left of the chair and he takes one step to the right which places him behind her chair. He pulls out her chair, gives her time to get into the proper position for seating and pushes the chair toward the table.

Although a gentleman generally sits opposite a lady, he may choose to take the chair to her left.

When there are two couples, the gentlemen follow the ladies to the table if a hostess or a head-waiter leads the way. In a booth, the gentlemen sit on the outside. When a lady is with two gentlemen, she sits between them.

A lady removes her gloves, if any, as soon as she sits down at the table; the gloves and her purse are placed on her lap, on a nearby empty chair or even on the floor — **not** on the table.

2. THE MENU — ORDERING AND HANDLING FOOD — When the menu is brought to the table ask the waiter or waitress to read both the items and the prices. One may check on how the food will be served: "Is the chicken disjointed?" "Is the fish boned?"

It is permissible to ask the waitress to have the meat cut in the kitchen.

If the meat is cut at the table by one's escort, tell him or her that one does not reach in front of the visually handicapped person. Rather the plates are temporarily exchanged and after the meat is cut, the plates are exchanged again. This makes the operation less conspicuous. The same procedure is used when a large wedge of lettuce is served. One may ask the waitress or one's escort what is on the plate, or in the salad bowl. If one finds it difficult to handle the salad dressing easily, feel free to ask for assistance.

The ease with which one discusses the assistance desired adds to the relaxation of the sighted escort, thus making a sighted person feel more comfortable in the presence of a visually handicapped one.

3. TIPPING AND PAYING THE BILL — The tip is generally left on the table. However, if the bill is placed on a small tray on the table, one places the money on the tray and the waitress takes it to a cashier. Include the tip when placing the money on the tray. Since additional help has been given by the waiter or waitress, the tip should be more than the current 15%.

If by one's self, or if both the gentleman and the lady are visually handicapped, check the amounts of the bill with the waitress.

If one cannot locate the check, listen for the waitress' footsteps and then ask her for the check. If desired, the waitress will take your payment to the cashier and give any needed assistance to the door of the restaurant.

The ring of the cash register is helpful in identifying where a bill is to be paid.

4. HELPFUL HINTS — Be courteous, even when people annoy you by being overly solicitous.

When a piece of silver does not feel clean to you, quietly ask the waitress for another.

Do not pick up a napkin or utensil that has been dropped on the floor. Leave it there and ask the waitress to replace it.

Request an ash tray if none has been furnished. Do not use a cup, saucer or plate for ashes.

When a lady stops at one's table, a gentleman should rise, lay his napkin beside his plate and remain standing as long as she does. If the conversation is lengthy, offer the lady a seat.

A gentleman must rise if his date leaves the table during the meal.  
When the lady returns, he rises again and reseats her.  
If a lady wishes to go to the powder room before leaving the restaurant, she asks the waitress to assist her to the location.  
On leaving the dining room, the checkroom attendant is tipped when reclaiming hats and coats.

### The Cafeteria

1. GOING THROUGH THE CAFETERIA LINE AND PAYING THE BILL — It is advisable to be accompanied by a sighted person when entering a cafeteria for the first time.

Learn the location of trays, utensils and napkins, also the location of the cafeteria line or shelf where the tray is placed and moved along while selecting food.

Your sighted friend should be in line ahead of you so that he can state what food is available.

In moving the tray along, one hand must lead to prevent the tray from hitting the tray ahead, and the other hand will guide the tray.

Use the edge of the tray as a point of reference to place food on the tray.

Aroma and sounds as well as sensations of heat and cold will indicate where the various types of foods are located. If one's escort does not state the food quickly enough, feel free to ask what type of food is available.

After you have given your order, extend your right hand so that the plate can be placed in it.

Arrange the food plates on the tray as one would at a table setting. While learning the procedure of a cafeteria line, it is advisable that one's escort carry the beverages on his tray. Carrying hot beverages on a tray takes a lot of practice.

The cashier at the end of the line will tell one the amount of the bill. With the tray resting on the shelf in front of you, pay the bill.

2. CARRYING TRAY AND ARRANGEMENT AT THE TABLE — Pick up the tray and carry it close to the body between waist high and chest high. Be sure that the tray is held with each of your hands at the center of each side. One should move **slowly** beside one's friend.

If someone offers to take one's arm while you are carrying a tray, accept the assistance graciously. One's friend can seek a convenient table.

Locate the chair by making contact by your thigh, since your hands are holding the tray.

Lower the tray carefully to the table, extending the little finger ahead of the tray to examine the table surface and noting whether the bottom of the tray is making contact with any objects that might be on the table already. If there is room on the table, put the tray down at the center of the table.

Remove the items systematically from the tray and arrange them as one would a table setting or if desired, eat with the dishes on the tray keeping in mind the compactness of the tray. **Much practice** is suggested before one attempts to eat in a cafeteria alone. Feel free to ask for assistance in a courteous manner.

### SUMMARY OF DINING SKILLS AND TABLE ETIQUETTE Do's and Don'ts When Dining

Talk with those on either side of you. Speak to those across the table if they are close enough. Talk to anyone near enough to be spoken to without raising one's voice.

Although the forearms, elbows or clasped hands may be placed on the table when there is no food in front of one, one appears more poised if the hands are kept in the lap with elbows close to the sides.

For pleasant dining, be as calm and poised as possible while at the table. Pleasant subjects **only** are discussed while eating; do not bring up repulsive subjects or make unpleasant conversation.

Cover the mouth with hand or handkerchief and turn your head away while coughing. If coughing persists, excuse one's self from the table.

If an accident happens at the table, a brief word of apology is sufficient.

Cut only one bite of meat at a time and eat it promptly.

Eat **slowly** to digest your food.

Chew food **quietly**.

Eat a little of all foods served, if at all possible.

Say "Please," "Thank you" and "May I be excused?"

Do not blow on food to cool it.

Avoid large bites of food and chew with the mouth closed.

Do not talk with a mouth full of food.

Do not take anything from a serving dish with your own fork.

A beverage should not be sipped from a spoon.

Crackers are not to be broken into soup unless oyster crackers are served.

Do not eat as though you were starved, or as if the food is more interesting than the people around you.

Do not **reach** for food; ask for it to be passed.

Do not criticize food that is being served.

Do not lean on the next chair, stretch, yawn, tilt back on your chair or scratch yourself while eating.

Do not hum or sing, drum on the table, point or gesture with a piece of silver or let silver clatter on the table.

Do not be demanding of those assisting you.

Do not begin eating until all have been served and the hostess has begun. If in doubt, check whether all have been served.

## **Outline of Instructional Unit**

Check to see if the following skills have been mastered:

How to use silver properly.

How to use the napkin and where to place it after the meal.

How to move so that accidents are avoided.

How to hold a cup and where to place the fingers.

How to order coffee :Black, with cream, with cream and sugar.

How to eat in a restaurant, a cafeteria, etc.

How certain foods are handled.

How to pass sugar, cream, etc.

How to serve one's self when necessary.

How to use bread as a pusher.

How to manage certain foods: With fork, spoon, fingers.

How to hold the knife when cutting meat and when spreading butter or jelly on bread or rolls.

How food is passed.

How to handle situations when accidents occur.

How to ask for assistance if and when needed.

How a gentleman assists a lady at the table.

How one listens and observes others before beginning to eat.

How one behaves in a dining room.

### **Learning Activities**

Parents, houseparents or teachers can set aside a definite time for teaching a specific skill. After the skill is learned, observe the student closely while he is eating in the dining room, and make corrections privately.

Give the child experiences in eating out — plan picnics, go to restaurants, cafeterias, hotels, buffets and clubs.

Give the child opportunities to order meals.

Set up a situation where the boy orders a meal for a girl.

Have the boy ask for the check and pay for the meal.

Set up a situation where boys and girls go out Dutch treat, each paying for himself.

Set up a situation where the boy can practice seating the girl.

Invite guests in for a meal.

Give parties, teas, dinners, etc. for mixed groups.

Structure a situation for a special function:

Discuss when to arrive.

Role play: How to greet host and hostess and how to take one's departure.

Practice going through a receiving line.

Set up a situation where one is a guest in someone's home.

Stress the fact that the welcome guest is one who is enthusiastic and does not criticize the food or entertainment offered by his host or hostess. A thank you note (bread-and-butter letter) is always sent after one has been a guest overnight in someone's home.

Parents, houseparents and teachers should insist on good table manners, good posture and the little amenities of daily living. One cannot stress too much the practice of courtesy when dining at home, in a public dining room or in someone's home.

# CHAPTER FOUR: HOUSEHOLD SKILLS AND RECORD KEEPING

## INTRODUCTION

In order to be socially competent, one must be fully skilled in all the tasks of daily living. The unit of household skills and record keeping will include many of the fundamental tasks necessary to perform so that one can be more socially acceptable in all areas. The visually limited person must learn the necessary steps involved to acquire the specific skills, so that he can function independently. For one to learn the required techniques to carry out these skills, special training is necessary.

The parent, houseparent or teacher must keep many facts in mind. In order to complete certain activities, more time must be allowed. It must also be remembered that individual differences must be considered as activities are undertaken. In order to be sure that a job is properly accomplished, much preventative work is done by the visually limited individual. One must remember that systematic habits of work are both basic and necessary. For example, one may find that he dusts more frequently, scrubs more thoroughly, etc. By this type of endeavor, one is sure that his surroundings are thoroughly cleaned and in order. One must also learn a systematic pattern of work habits and must always be in close physical contact with the task at hand. It is necessary to establish "points of reference" for one's environment as well as for whatever task in which one is involved. For example, when the floor is scrubbed, the edge of a cabinet can be used as a point of reference.

There is a need for developing a system of marking or writing which will make it possible to identify materials and keep records. Visually limited homemakers as well as teachers of visually limited children have devised and/or adapted different techniques for marking, labeling or identifying objects. Some of these will be discussed in the following pages of this unit.

Since the lack of vision limits the reception of distant stimuli, special safety measures must be taken. One should be taught to take precautions in moving about, in the use of certain equipment, and how to arrange objects in his physical environment. The individual must be aware that there are times when the assistance of someone with sight is essential. This is necessary when one desires information about matching the colors of clothing and in other areas of personal appearance. One should be taught the proper way of asking for this type of assistance.

This unit suggests techniques by which a visually limited person can learn to manage in areas of daily living so that he will be better socially acceptable in his community. The following areas will be included: household procedures which include cleaning, cooking, baking, and washing dishes; bed making and laundering which includes hand as well as machine washing, drying, and ironing; techniques for record keeping, budgeting, and social correspondence; and identification of household and personal items, and safety hints.

## HOUSEHOLD PROCEDURES **Cleaning**

### 1. DUSTING WOOD AND UPHOLSTERY

- a. *Dusting* — Use either a commercial oil-treated cloth or a soft cloth saturated with furniture polish.

Follow a pattern, working either from top to bottom or side to side, or from one point to another to assure that all of the surface is dusted.

To produce a gloss, buff the surface — that is, rub the surface hard and rapidly with the cloth. This produces friction which in turn produces a high gloss or shine and makes the wood feel smooth to the touch like glass.

If wax is used, follow the directions on the container.

- b. *Cleaning Flat Surfaces* — One must follow a pattern to clean flat surfaces such as a shelf, table top, or floor. The size and shape of the area to be cleaned determines the pattern to be followed. Divide the surface into sections with overlapping boundaries. Use certain objects to mark the boundaries. Then clean in narrow strips. Clean around the edge and move toward the center. The hands must be used freely to determine the cleanliness of the area. Particular attention should be given to corners and crevices where much dirt collects and might be overlooked. A good cleaning agent should be used with warm water. A sponge is a good device because it allows close contact with the area to be cleaned. A final going-over the area with a sponge or a cloth assures one that the area is clean. After the area is completed, allow the area to dry thoroughly.
- c. *Cleaning Windows, Mirrors and Other Glass Surfaces* — Surfaces must be covered by both vertical and horizontal patterns. One should begin at the top and work down. The clean portions should not be touched with bare hands. After cleaning, dry thoroughly with a clean cloth. A cleansing agent should be used that is most convenient and gives the best results. One can experiment with several different cleansing agents until he finds the one that is best suited for the purpose.
- d. *Vacuuming Upholstery* — One should use the appropriate vacuum attachment of the cleaner for the specific job to be done. Use the vacuum attachment in an up-and-down motion. Begin with the outside of the furniture. Then work consistently around the entire piece of furniture. After this is completed, remove the cushions and vacuum the area in which the cushions are placed. The next step is to vacuum the arms and back of the sofa or chair. The final step is to vacuum both sides of the cushions and replace them.
- e. *Shampooing Upholstery* — Apply the shampoo according to the directions on the container. Use a brush to apply the shampoo. Allow shampoo to dry, and then go over it with a brush or vacuum.

## 2. WAXING

- a. *Washing and Waxing Furniture* — With a damp cloth or a sponge go over the complete wooden surface. This will remove all finger marks and/or spots of dirt. Then rinse and wipe dry with a clean cloth.  
Apply liquid or paste wax in the following manner: Pour the liquid wax on a damp sponge or cloth; or if paste wax, put the cloth or sponge on the paste, so that a small amount of the paste wax will stick to it. Then apply the wax to the furniture. If the wax is not self-polishing, polish the area with a clean, soft, dry cloth. After the polish or wax has dried, rub the surface vigorously with a cloth. One can recognize the unpolished area by the resistance to the cloth. The polishing is complete when the surface feels clean and slick to the touch.
- b. *Waxing Floors* — Be sure that the floor has been cleaned and dried thoroughly. Then apply the liquid wax to the floor with a damp sponge or cloth. If the wax is not self-polishing, polish the area with a clean, soft, dry cloth. Allow this to dry thoroughly. After it dries, rub the surface well with another soft, clean dry cloth. The resistance to the cloth indicates an unpolished area. The polishing is complete when the surface feels clean and slick to the touch.

## 3. CLEANING LARGE APPLIANCES

- a. *The Refrigerator* — Though most of the new refrigerators are self-defrosting there are still many that require defrosting. In order to defrost the refrigerator, turn the control which is inside the refrigerator to the "off position." Then take the frozen food from the freezing compartment, wrap it in foil, and place it inside the refrigerator. This will keep the food from defrosting while the freezing compartment is being cleaned.

Place pans of hot water in the freezing compartment to remove ice from the coils. Never use a sharp pointed instrument to remove the ice from the freezer coils. While the freezing compartment is defrosting, make a solution of baking soda and warm water that will be used to clean the refrigerator. Dilute two tablespoons of baking soda to one gallon of warm water.

Check to see if all the ice has been removed from the coils of the freezer and then remove

the pans of hot water from the compartment. With a sponge or soft cloth, clean the interior of the freezer with the baking soda solution. With the same solution, rinse and dry thoroughly. Refill the ice cube trays and place them in the freezer. Check freezer to see if any water has spilled and be sure that it is dry before replacing frozen foods.

As soon as the frozen food is returned to the freezing compartment, turn on the temperature control to the proper setting.

In order to clean the interior of the refrigerator, first remove the containers and food from the shelves and place them in a convenient spot. Then remove the shelves and the vegetable crisper. With the baking soda solution, wash down the interior of the refrigerator. Rinse and dry well. Use the same solution to wash the shelves and vegetable crisper. Rinse and dry well and return shelves and crisper to the refrigerator. Replace all containers and food in their proper places on the shelves.

The exterior of the refrigerator should be cleaned with the same solution and thoroughly dried.

b. *The Stove*

- (1) *The Exterior of the Stove* — The first step in cleaning the stove is to divide the surface into sections with overlapping boundaries. The boundaries can be marked by the location of the burners. Clean in narrow strips. Circle the edge and move toward the center. The burners should be cleaned individually and reassembled before going to the next one. If desired, foil liners can be used in the drip pans to help keep the stove clean. One should change them frequently.

As each section of the stove is cleaned, check gently with the fingertips to be sure that it is clean.

Though soap and water is always good for the outside surface of the stove, there are many preparations on the market that one can use.

- (2) *The Interior of the Stove* — The interior of the oven and the broiler must be cleaned frequently to remove food droppings and spattering of grease.

Since many of the oven cleaners that can be purchased in the supermarkets are highly dangerous and one must use them with extreme caution, there are several other ways that the cleaning can be done.

Some homemakers prefer to place a container with ammonia on the rack in the oven over-night. The next morning remove the pan and wipe out the oven with a soft cloth. The ammonia should dissolve the particles of food that have dropped or spattered in the oven. However, if any particles remain, use S.O.S. pads or steel wool to remove them.

Then rinse the oven with a soft cloth and clear water. The racks should be removed and cleaned well.

Others prefer to make the solution of ammonia and water to clean the oven. Particles of food and grease spatterings are removed with S.O.S. or steel wool.

The interior of the broiler should be cleaned in the same manner. The exterior of the oven can be cleaned either with soap and water or any other cleaning agent that can be purchased in the market.

If desired, rubber gloves can be worn.

c. *Electrical Appliances* — Appliances such as coffee makers, mixers, etc., should be disassembled after each use. Each part should be washed carefully. After washing and drying, reassemble the appliance so as not to misplace any of the parts. If the unit has a heating element, take special care not to submerge that area.

All appliances should be completely assembled with the cord attached before storing them. One should always check to see that all parts are in good repair before putting them away.

d. *Bathroom Fixtures* — Some homemakers prefer a small hand sponge while others prefer a cloth. One should follow a pattern such as beginning at the outer edge of the fixture and working in a circular pattern toward the drain.

Special attention should be given to corners and faucet drain areas, since they are subject to stains. After washing the bathroom fixtures well, rinse with clear water to insure cleanliness. Examine by touch to check if the fixture is clean. Since some stains cannot be detected by touch, sighted assistance may be needed. One should feel free to check with family or friends when cleaning.

The toilet seat and cover may be cleaned with a disposable mop or bowl brush. For cleaning the bowl, one should add a disinfectant and wash with a cloth or sponge. Some homemakers prefer to wear a discarded mitten or sock.

The tub, shower and tile walls are washed in the same manner as the other fixtures.

### **The Kitchen**

1. **USE OF KITCHEN RANGE (GAS)** — One should familiarize himself with the instructions on the use of the range. It is necessary to identify and learn the use of each part of the range. By tactful exploration one learns the relationship of each part to other parts. For identification, the controls and timers should be marked.

a. *Matches and Safety Match* — Hold the match box in the left hand with the thumb on the top and the four fingers underneath. Have the side of the box with the abrasive material (or sandpaper) facing toward the right. Hold the match in the right hand with the thumb and forefinger. Place the head of the match on the abrasive part of the box and rub the match away from one's self to ignite it.

When using safety matches, put the burned matches into a tin container or douse in water before discarding. One should wear an apron to protect the clothing in the kitchen. Garments with flowing sleeves or hanging ties should not be worn when working in the kitchen.

The pan should be centered on the burner by gauging tactually the relationship of the bottom of the pan to the edge of the burner. One should always place the pan on an unlighted burner.

The gas should be turned on after the pan has been placed and arranged on the burner. One should pay special attention and check to see that the handle of the pan does not protrude over the edge of the range or the next burner.

Pot holders and oven mitts should always be handy and used freely when cooking.

b. *Lighting a Broiler* — If the broiler has no pilot light, use a long wooden match for lighting. When lighting the broiler, crouch down and keep the face away from the broiler. First, pull out the broiler drawer. Then place the left hand on the knob to turn on the gas. Strike the match on the jet of the broiler which is located on the bottom of the floor of the oven. Insert the match to the holes in the jet through which the gas flows, and then turn on the gas. When you hear a slight muffled explosion, that is an indication that the burner is lit.

2. **THE ELECTRIC RANGE**

a. *Use of Electric Range* — An electric range is much easier to operate than a gas stove. The range that is more easily handled by a visually limited person is the one that has the buttons or switches for the different temperature control. The off position is also more easily recognized. Some ranges have the "dial control." However, there is more memorizing to be done with this type of control.

It is now possible to buy an electric range with a braille control panel. Raised dots allow easy adjustment of the oven and surface cooking unit.

b. *Caution Hints* — One must be cautious when lighting the stove. As soon as the switch is turned

on the heating element heats up immediately. One must remember not to touch the heating element when the heat has been applied. Caution must also be taken after the heat has been turned off; because the element holds the heat much longer than does the burner on a gas stove.

One should use flat bottomed utensils when cooking. By using a flat bottom utensil, the heat from the element goes up through the pot. When a pan with a rounded bottom is used, it does not sit flat on the element. When gas is used, the heat goes around the pot.

Cardboard, paper or glass should not be left on the elements. They will burst into flame or explode. Therefore, special caution must be taken to be sure that everything has been removed from the element before turning on the element.

One should ALWAYS have a cooking utensil on the element or surface unit before switching on the heat. It is not wise to use the surface units to "take the chill off" in the room. The reason for this is because the adjacent surfaces of the range may not withstand the resulting heat. One should always check to be certain that the unit turned on is the one desired to be used.

Before placing hand, pot holder, cleaning cloths or other materials on the coils, one should be certain that the units are cool. One should remember that the electric coils hold the heat much longer than do the burners on the gas stove.

In order to avoid electric shock, one should use dry pot holders; and never use a trailing or moist towel, apron, etc. when handling food and pans around any part of the range.

One should pay special attention when glass utensils are used because of the sudden temperature changes. Glass manufacturers recommend a wire grid when using glass on electric surface units. The grids can be obtained when utensils are purchased, or at houseware sections of most department stores.

All ranges, as well as other electric equipment, come with complete instructions. These instructions can be put into braille and one should follow them closely.

### 3. OTHER KITCHEN APPLIANCES

#### a. *The Toaster*

- (1) How to Operate — Put plug in outlet and then set the control for the "color guard." For the first toasting of any type of bread, set the control at the middle of the range. One should soon learn the proper setting to give the color desired for each kind of bread. If the control is pushed to the left of the center, the bread will be toasted lightly. If it is pushed to the right, the bread will be more toasted. However, if the control is pushed too far to the right, the toast will burn. In many cases it will not be necessary to change the setting after it has been adjusted to one's liking.

One can put one or two slices of bread in the toaster. If only one slice is desired, one should learn which side is marked for "single slice."

Press the handle down all the way to start the toasting operating. If you desire to shut off the toasting operation before the automatic pop-up, simply lift the handle.

To re-heat cold toast, put it back into the toaster and push down the handle. The toast will come up quickly, piping hot, with little, if any, change in color.

The toaster is also used to heat frozen waffles.

- (2) Hints on Care of Toaster — Always disconnect the toaster from outlet before cleaning it. In order to clean the crumb tray, one must open the tray. If the tray has a knob, open it by pulling the knob. If it is opened with grooves, place the end of each index finger in each groove, press the thumbs against the center piece and pull with fingers. One should always toast a whole slice of bread. If a broken piece of toast should lodge in a well, disconnect the toaster and turn it upside down to dislodge it. Never use a fork or a knife. It may damage the heating elements.

One should NEVER re-heat buttered toast. One should also not toast sweet buns,

breads or cakes containing raisins or spread with frosting, cheese, etc. The substances mentioned above melt and cause clogging and are not recommended for use in an automatic toaster.

The outside of the toaster should always be cleaned with a damp cloth and dried. A dried cloth will polish the toaster.

b. *The Mixer*

(1) How to Operate — In order to assemble the mixer, insert the beaters individually into the mixer. Then turn the beater slightly and press until they click into position. To remove the beaters, simply press down on the beater ejector and the beaters will slip out.

There are mixing speed indicators and they are easy to set. The speed controls are placed in a handy position so that they can be controlled by the thumb. There are three speeds — low, medium and high.

Low speed is used for slow mixing, such as folding beaten egg whites into batter, blending dry ingredients into batter. One starts with low speed, and as the batter becomes heavier, turns to the higher speed.

The medium speed is used for mixing cakes, cookies, salad dressing, quick breads, all medium consistency batters, etc.

The high speed is used for beating eggs, whipping cream, whipping potatoes, creaming butter or shortening, beating candy, icing desserts, beverages, and beating heavier consistency batters.

The recipe should be read thoroughly and all the ingredients assembled on a tray, and the bowls, rubber spatula, measuring cups, spoons, baking pans, etc. should be available for use before turning on the mixer.

In order to obtain thorough mixing, guide the mixer through the batter and around the sides of the bowl going in the same direction. Do not scrape the bowl while beating; instead, scrape the sides and the bottom of the bowl and beaters with a rubber spatula between operations.

When adding ingredients, rest the mixer on the heel rest with the beaters over the bowl. A mixing bowl with a handle and pouring spout is handy for batter and beverages.

When one uses shortening or butter directly from the refrigerator, break it into small pieces and beat on slow speed until creamy. Then beat as recommended in the recipe. Beating must be long enough to blend the ingredients, especially after adding flour mixture and liquid. Do not overbeat. Beating too long has a tendency to make the mixture tough.

(2) Hints on Care of Mixer — The motor body of the mixer is cleaned with a soft, damp cloth, and then wiped dry. One should not use any abrasive materials as they may mar the finish. The beaters may be cleaned in soap and water and should be rinsed and dried thoroughly before putting them back. The motor body should never be immersed in water.

4. COOKING PREPARATIONS

a. *Peeling and Coring*

(1) Peeling — When peeling, one holds the piece of fruit or vegetable firmly in one hand. The paring knife is held so that the index finger rests against the back edge of the blade, and the other three fingers grip the handle. Place the thumb against the item being peeled. Have the thumb well in front of the knife blade. Then apply pressure from the forefinger, which will enable the blade to slide under the peeling toward the thumb. The peelings should be removed in regular strips. The knife should be held at a slight angle so that the peelings that are removed will be as thin as possible. After one strip is re-

moved, turn the object slightly and repeat the process. Use the tip of the knife to remove any spots that are perceptible to the touch.

If the object that is being peeled is immersed in cold water, it will make the unpeeled spots more discernible.

Some homemakers prefer using a floating blade knife which has a sharp slot through which the peelings slip as they are cut.

(2) Coring — A paring knife is used for coring fruit. The fruit is cut into quarters from the stem to the tip. The blade of the knife is then used to scoop out the sections of the core. For digging out the residue, use the tip of the knife.

Some prefer to use a corer, which is a rounded instrument that can be inserted into the apple and turned to remove the core.

b. *Techniques for Pouring and Measuring*

(1) Pouring Liquids — The cup or container into which the liquid is to be poured should be placed on a flat surface. The spout of the pouring vessel should be placed at the rim of the receptacle before the liquid flows out. Hold the pouring vessel in one hand and place the spout between the thumb and the forefinger of the other hand, with the spout resting on the rim of the container before the liquid flows out.

It is necessary to pour slowly.

In order to determine the fullness of the receptacle, different techniques can be used. Some prefer to place the finger over the rim of the receptacle and when the liquid reaches the tip of the finger, it indicates that the receptacle is filled. Others prefer to listen for the difference in sound as the liquid nears the top. Still others note the weight of the receptacle as it is being filled.

(2) Measuring

(a) Measuring Liquids — The following tools are used: a set of measuring cups, a set of graduated measuring spoons, a teaspoon dropper, a drop dropper, a a knotted strip of wood or plastic the length of a strip of butter.

The pouring technique described above is used for measuring liquids. One can also dip from a wide-mouthed jar. One should pour as near as possible to the work area. The container should always be placed into or over a larger receptacle to catch the possible spills and overflow. When one is carrying a liquid, it is advisable to place the free hand over the container to act as a leveler. If one pours the liquid into a larger container after it has been measured, it makes carrying easier.

(b) Measuring Dry Ingredients — It is easier to dip than to pour dry ingredients. One should use a knife to level off. A spatula can also be used. Brown sugar and fat must be packed for accurate measurement.

c. *Handling a Milk Carton*

(1) Opening the Carton — Examine the carton for the end to be opened. This is done by sliding the thumb and forefinger along opposite sides of the top ridge. The opposite end from this thickening is the end to be opened. Place one thumb under the V end to be opened and extend the fingers along both sides. Begin opening the carton by pushing the sides of the V end back toward the fingers. By holding the flaps back with the thumb and forefinger of one hand, pry open the center with the forefinger of the other by pulling it as far forward as possible. The fully opened carton will then appear to have a pouring lip.

(2) Pouring from the Carton — With the left hand, tip the open end of the glass over and around the pouring lip of the carton. As the right hand turns the milk carton over towards

the glass, the left hand brings the glass to an upright position. This allows the milk to flow into the glass. This should be taught step by step.

d. *Techniques for Spreading, Cutting, Slicing and Dicing*

- (1) Spreading — In order to spread soft substances such as jams, butter, etc., the knife is used. Apply a sufficient amount of the spread in the center and spread the substance from the center to the edges. Check with the fingers the sides of the bread for excess substance.

Semi-solids such as peanut butter or cream cheese are spread by placing small quantities of the spread at intervals around a slice of bread or roll. Then spread toward the center by using light strokes.

- (2) Cutting — A hard wood board is used for cutting. The board should rest evenly and solidly on the table, counter or sink. One should always use a sharp knife. The knife should be placed at an angle appropriate to the item being cut. The free hand is used as a guide and the forefinger is used to measure the thickness desired.

After one has measured the length desired, with the forefinger, place the knife at the tip of the finger. Be sure that the knife is held straight and apply pressure with a smooth movement.

Another method to determine thickness is by spanning the item with the thumb and the forefinger. Be sure that the fingers are kept out of the way of the knife blade.

- (3) Slicing and Dicing — In order to dice food, place what is to be diced on a flat surface. First cut it into even strips. Then without separating the strips, turn the slice sideways and cut at evenly spaced intervals across the strip.

5. COOKING

a. *Pan Boiling* — Pan boiling is one of the most popular methods of cooking, and it is safe and easy. The amount of food to be cooked determines the size of the pan to be used. The food should occupy from one half to three quarters of the capacity of the pan. In order to conserve heat, the base of the pan should be as nearly equal in diameter as the burner.

First, place the food to be cooked in the pan; then put in the seasoning and add the required amount of water. It is advisable to place the pan on the burner before lighting it. When one hears the bubbling sound, it indicates that the boiling point has been reached. The timer should be set for the required length of time for cooking. The burner should be turned off before removing the pan or the cover of the pan.

A colander should be used to separate the contents from the water. Though one may drain off the liquid by tilting the pan to either side, by holding the lid slightly off center to allow the steam to escape from the top side of the pan, it is safer to use a colander.

Certain items like corn can be lifted out with tongs.

b. *Frying*

- (1) Pan Frying — In order to avoid the spattering of hot grease over the stove or person, it is advisable to arrange the food to be fried on a cold pan. Then place the cold pan on the burner. After the pan is on the burner, put the necessary amount of grease in the pan and turn on the burner.

The food should be arranged systematically in the pan with enough space between the items to make it easy for turning over.

Some prefer to use the rims of tuna cans with the top and bottom removed to serve as a divider in frying eggs.

To turn over the food, use a small handled turner to slide under the portion. Lift and flip the food to be turned so that the portion will fall back into place. Some prefer to use tongs for turning. Use a fork to check that the fried side is up. Before the food is

turned, the pan should be removed from the heat.

One can tell when the food is cooked by the sound, aroma, timing and texture.

(2) *Oven Frying* — Oven frying is an easy and safe way to prepare meat. The food should be prepared in a cold pan. Then place the pan upon the rack in a preheated oven. A time or temperature indicator is used to tell when the food is cooked.

c. *Broiling* — Broiling is a fast method of cooking. Because of the extreme heat, it is necessary to be overly careful when using the broiler.

Since the distance from the heat will depend upon the nature and the thickness of the items to be broiled, it is necessary to determine where the rack is to be placed before the broiler is turned on.

First, remove the broiler rack from the oven and place the items to be broiled on the cold rack. One should use an external point of reference to locate the approximate area to which the broiler rack should be placed for cooking.

Oven mitts should always be used in handling the broiler unit. The mitts are also used when pulling out the rack in order to turn the items in the broiler.

The food is turned with tongs or a short handled spatula. After the food is turned in the rack, it is returned to the broiler. At times, it is possible to pull the rack part way out of the oven in order to turn the food. Aroma, timing and testing with a fork assist in determining when the food is cooked. When the food is finished, turn off the broiler, remove the rack from the broiler, hold it straight and set it on top of the stove. The food is then removed from the broiler with a fork, tongs or spatula.

## 6. BAKING

a. *Separating Eggs* — In order to separate the white from the yolk in an egg, one cracks the eggshell in half by striking it lightly with a knife or any sharp edge. The egg should be broken over a small-sized funnel which is placed over a glass. This allows the white of the egg to pass through while the yolk remains in the funnel.

Another method is to break the egg into one hand with the hand over the bowl. One allows the white of the egg to run through the fingers as the yolk remains in the shell.

Some prefer to use a commercial egg separator. This consists of a glass jar with a perforated depressed lid. The lid holds the yolk while the white runs down into the glass.

b. *Putting Batter into Pan* — The batter is first prepared in the mixing bowl. The baking pan should be close at hand. The batter should be poured from the mixing bowl into the center of the prepared baking pan. Use a rubber spatula to scrape the bowl. To level the batter, tilt the baking pan slightly at each corner. One can use a rubber spatula to spread the thick batter evenly in the pan.

c. *Baking Cookies* — The cookie batter is prepared in the mixing bowl. First, take a spoonful of batter from the bowl and dip the fingers into cold water. With the wet fingers remove the batter from the spoon and put it on the cookie pan. The dipping of the fingers in cold water facilitates removing the batter from the spoon.

The cookies should be placed in a systematic manner from left to right on the cookie pan. Allow an appropriate amount of space between the cookies. Check the location of the baking rack before turning on the oven.

d. *Checking for Sufficient Baking* — To check for sufficient baking, one should touch the cookies or cake lightly at the center top to feel a slight springiness and slight moistness. One can also insert a toothpick or a wire cake tester in cakes. When these appear clean, the baking is finished. Pies and puddings are checked by inserting a steel knife blade. If the knife comes out dry, the baking is completed.

## 7. WASHING DISHES

a. *Clearing Table and Stacking Dishes* — Clear the table by working from the edge toward the cen-

ter. As the dishes are taken from the table, stack them on the counter next to the sink. Before the dishes are stacked, scrape any particles of remaining food with a paper towel or rubber spatula. Scrape the particles of food into the sink strainer, which should be emptied into a garbage container. If there is a garbage disposal unit, that should be used. In stacking the dishes, the tall items should be placed at the back of the counter.

b. *Washing the Dishes* — Use a dishpan or the sink for washing the dishes. If the sink is used, care should be taken to be sure that the stopper is in correctly so that the water will remain in the sink until the dishes are washed.

One can use either a liquid or powder detergent, or, if preferred, a bar of soap. Some home-makers prefer a dishcloth; others, a sponge; and still others, a small map. The most effective cleaning device is the one which allows the user to maintain the closest contact with the item being washed. Rubber gloves can be used to protect the hands from strong detergents.

c. *Hints for Washing Dishes* — Glasses are generally done first while the water is clean. Here again, one can proceed from the largest dishes to the smallest ones. Some prefer to wash the silverware last; while others do it immediately after the glasses. Pots are done last. A dishrack is generally used to stack dishes so that the water will drain off. This makes drying easier. The dishes are rinsed with a spray or under the faucet. When rinsing dishes with hot water, keep the free hand away from the steam.

## **BED MAKING AND LAUNDERING** **Techniques for Making a Bed**

1. **PLACING THE MATTRESS PAD** — In placing the mattress pad on the bed, check to see that it covers the entire area of the mattress. Examine the pad to see that it fits all sides evenly. To check for wrinkles, one starts at the head of the bed. She stands at the side of the bed and places the palms of her hands in the center of the bed. The palms are moved to the edge of the bed to smooth out the wrinkles. This process is continued until one reaches the foot of the bed. The other side of the bed is done in a similar manner. If the mattress pad is elasticized around the edges, tuck the edges under the mattress on the four sides.

2. **PLACING LINENS AND COVERS ON THE BED**

a. *Placing Sheets on Bed* — In placing the bottom sheet on the bed, place the center fold on the center of the bed. Check to see that all sides are the same distance from the floor. First, tuck the sheet in at the bottom and the top. Then make mitered corners by turning the corners in at the proper angle, and tuck the sheet in tightly at the sides. With the palms of the hands check to see that all wrinkles have been removed.

To put the top sheet on the bed, use the head end of the mattress as a guide for one end of the sheet. The top end of the sheet is identified by the wide hem. Place the sheet on the bed with the seam facing upward. Pull it gently from one side of the bed in order to balance it, and check the overhang of the sheet on each side by examining it with the palms of the hands. Check to see that all wrinkles are removed before the bottom end is tucked under the mattress. Here again, mitered corners are turned at the bottom of the sheet.

Fitted sheets are available and facilitate bed-making.

b. *Placing Additional Coverings on the Bed*

- (1) *Blankets or Quilts* — The blanket or quilt is placed over the top sheet and the top end of the blanket is placed about four to six inches from the top edge of the sheet. Check the sides of the blanket to make certain that it is centered on the bed and is hanging evenly on each side. The next step is to tuck in the blanket at the foot of the bed and then turn

the top of the sheet over the edge of the blanket or quilt. To see that the sheet that is turned over the blanket is smooth, check with the palms of the hands.

(2) Putting Spread and Pillows on Bed — Identify the top and the right side of the spread before placing it on the bed, and then check that the spread hangs evenly on both sides. After checking for the necessary amount of spread at the foot of the bed, fold back the top edge of the spread, making allowance for the pillows. Check for wrinkles with the palms of the hands. Place the pillows at the head of the bed and pull the turned down section of the spread over the pillows. Then, with the palms of the hands smooth the spread over the pillows. To smooth down the spread along the pillow and head board, the palms of the hands should be moved along the edge of the pillows and the head board. If desired, tuck the spread under the mattress.

(3) Additional Information About Bed Making — To identify the right from the wrong side, one uses different identifying marks. Some prefer one mark and others prefer another. Some of the most common identification marks are labels, hems, designs, threads and tags.

The bed should be aired upon arising. Place the bed covering over the foot of the bed, and open the windows wide while the bed is being aired. The bed can be made up after the grooming chores of the morning are completed. The bed linen should be changed at least once a week and the mattress should be turned over at least once in three months.

## **Laundering**

### **1. HAND WASHING**

a. *Washing* — The older children in the primary department can learn to wash socks and underwear. The parent or houseparent should explain the techniques by going through the motions with the child. But when the verbal explanation is not clear, it is necessary to take the child's hands and go through the motions with him or her.

For example, if one is showing a child how to wash his socks, the following steps are suggested: A wash basin or the sink can be used. Warm water is put into the container, and soap flakes or soap powder is added to the water. The socks are placed in sudsy water and allowed to soak for a short time.

After the socks have soaked for awhile, pick up one sock and grasp the heel with the left hand and the toe with the right. Bring the hands together so that the sides of the thumbs touch each other. Then rub the material in the right hand back and forth so that the side of the right thumb brushes the sides of the left fingers (as they are closed in a fist). Vigorous back and forth motions should be used. After this has been done for a little while, it is time to wash another part of the sock.

Grasp the top of the sock with the left hand and keep the thumb on top as the four fingers grasp the sock underneath. Grasp the heel of the sock with the right hand. Then go through the similar steps in washing this part of the sock as described above. The same procedure is repeated with the second sock.

b. *Wringing* — The wringing removes the water from the socks. First, remove one sock from the pan and place the toe of the sock in the left hand and the top of the sock in the right hand. Then place the top of the sock that is in the right hand into the left hand that is holding the toe of the sock. Hold the heel and toe in the left fist with the thumb facing upward. Then grasp the remaining part of the sock with the right hand so that the little finger of the right hand rests on the thumb of the

left hand. (The fist of the right hand is now resting on the fist of the left hand.) With a wristlike motion, turn the right fist toward the left and the left fist toward the right. This wristlike motion is continued until most of the water has been wrung from the sock. One should go through similar steps with the second sock.

- c. *Rinsing* — Fill the pan with cold water. (The bowl of the sink may be used.) Place the socks in the pan or bowl of water. Insert the hands in the water with the palms down and grasp a sock in the fists of both hands. Take the hands out of the water and squeeze the socks, and then place the socks in the water again. With the palms down, and the thumbs pressing the socks against the forefinger, raise the sock out of the water, and then put the sock into the water again. Continue this up-and-down motion several times. One can also rinse socks with a swishing motion. With the hands in the water, grasp the socks with both fists. With the palms down, open and close the fists and do a little squeezing of the sock while swishing it around in the water. Upon completion of rinsing, wring sock as described under wringing. Do the same with the second sock.
- d. *Drying Socks* — Socks should be restored to their proper shape before hanging to dry. This is done by using both hands to remove the wrinkles in the sock. Hang the socks on a drying rack, a clothes line, or put them into a dryer. Girls' stockings are washed in the same manner described in the steps for rinsing socks. A mild soap is used for nylons. (Liquid soap, soap flakes and soap powder are preferable to a bar of soap.) For synthetic materials such as orlon, acrilon, etc. one should be sure to follow instructions that are given for washing these materials.
- e. *Washing other Garments* — The steps mentioned above for washing, rinsing and wringing are applicable to any small garment that is washed by hand. Special caution should be given in washing rubberized garments. One should follow washing instructions for all garments. Clothing should be sorted according to color, material or degree of soil.

## 2. MACHINE WASHING

- a. *Hints for Washing* — One must acquaint himself with the instructions that come with the washing machine. All buttons, switches and other operational devices should be marked and their functions specified as necessary. It is necessary to familiarize one's self with the sound clues of the machine, such as clicking, buzzing or timer communication. The visually limited person determines whether an item needs to be laundered by the length of time it has been worn or used; by touch to find soil and stains; by smell; or by asking a sighted person for assistance.

A convenient location should be selected for storing the soaps, detergents and bleaches. These should be marked for identification. They should always be replaced in the same location.

- b. *Procedures for Laundering* — Distribute the soiled articles around the agitator to equalize the weight of the wash load on all sides. Avoid overloading the machine in order to permit suds to circulate throughout the entire contents. Articles of different sizes should be included in the same load. If the detergent has not been placed in the washer before loading the machine with clothes, the proper amount of detergent can be added at this time. It can be sprinkled over the clothes or placed in a container designated for this purpose.

Then fill the machine with water, press the proper button marked for starting the machine. If it is a coin operated machine, one should learn how to operate it and always have the exact amount of change needed to start the machine. When the machine is filled with water, add the proper amount of bleach designated for the specific type of wash.

- c. *Tips on Use of Bleach* — Chlorine bleaches are appropriate for white cotton and linen. It is necessary to check that all the clothes are fully immersed in water before adding the bleach. One should handle bleach carefully at all times.

## 3. DRYING CLOTHES

- a. *Use of the Clothes Line* — The clothes are then removed from the water and placed in a pan or clothes basket. If a clothes line is used, it can be an indoor or outdoor line. One must be careful

not to hang colored items in the sun because they may fade.

It is a good idea to have a landmark for locating the clothes line. Some use the corner of the house while others use a bush or a tree for locating the outside clothes line. The clothes-pins can be carried in a holder that will slide along the clothes line. Some homemakers prefer to hang similar articles next to each other. They find this convenient for identification. After the clothes are dry, you may find that if the basket is placed directly beneath the item, there is less danger in losing any of the items.

- b. *Use of Automatic Dryer* — One should familiarize himself with the instructions for the use of the dryer. The dryer should not be overloaded; and if possible, one should dry pieces of comparable weight and texture together. It is advisable not to leave clothing in the dryer beyond the recommended time limit. Fold the articles immediately after removing them from the dryer.
4. **PROCEDURE FOR STARCHING** — If spray starch is not used, one should learn the procedure for making a solution of starch. This is done by adding instant starch to cold water and dissolving it thoroughly. The proportion of starch to be used depends on the degree of stiffness desired. The pieces to be starched should be submerged in the liquid until they are saturated, and the excess starch should be wrung out. The articles should be dampened for ironing when they are thoroughly dry. Starched articles should not be dampened and kept for a long time.
5. **MOISTENING LAUNDRY FOR IRONING**
  - a. *Types of Equipment* — A beverage bottle with a perforated metal cap through which water will sprinkle is very good for moistening clothes. Some prefer a sponge or a hand brush dipped in a pan of water. Still others purchase the containers that are available in the market for sprinkling.
  - b. *Technique* — First, spread the garment out on a table or work surface. Then dampen the garment with one hand while the other hand checks for even distribution of the water. The garment should then be rolled and allowed to stand at least for an hour before ironing.
6. **IRONING**
  - a. *Familiarizing One's Self with the Equipment* — It is necessary to become familiar with the manipulation and structure of the ironing board. The operator must learn the different locations of the inlet plugs, the shape of the iron, and the temperature or the heat control. The "off-position" may be used as a point of reference for setting the temperature. There are notches in the control dial to facilitate the setting of the temperature. One must learn the different temperatures that are necessary for the different types of fabrics. If the control dial is not notched, a file may be used for making the notches.

If a steam iron is used, pour cold water into the opening designated for this purpose. It is not necessary to moisten clothes when a steam iron is used. The steam iron always rests on its "heel" when not in use. At the completion of ironing, the water should always be emptied from the steam iron.

- b. *Techniques of Ironing* — To gain confidence in handling an iron, one should go through the motions of ironing a garment with a cold iron. When one first begins to use a hot iron, a flat iron holder should be used. Then after gaining confidence and experience, place the iron on its heel. Always place the iron at the wide end of the ironing board when it is not in use. The handle of the iron should be toward the user with the heat element farther away. To locate the iron, run the hand along the near edge of the ironing board until the ironing cord is located. Follow the cord until the hand reaches the coil that leads to the inlet plug. Then iron the section that was smoothed. After that section has been ironed, set the iron on its rest position and move the garment up to the next part to be ironed. The ironing procedure is then repeated. Keep checking constantly with the palms of the hands for possible wrinkles.

Upon the completion of ironing, the heat control of the iron is turned off. The iron should be set in an out-of-the-way place to cool. Do not return the iron to its proper place until it is thorough-

ly cooled. The ironing board should be folded and returned to its proper place. Put all the ironed garments in their respective places — linens in the linen closet, dresses and blouses in the closet on hangers, pajamas and lingerie in dresser drawer, etc.

## **TECHNIQUES FOR RECORD KEEPING, BUDGETING AND SOCIAL CORRESPONDENCE**

### **Record Keeping**

1. ADDRESSES AND TELEPHONE NUMBERS AND LABELING PAPERS
  - a. *Addresses and Telephone Numbers* — A 3 x 5 index card can be used for filing addresses and telephone numbers. Some prefer a 5 x 8 card. The cards are filed alphabetically. The name is written on the bottom line of the card. The address is written directly above the name, and the phone number directly above the address. The card is placed in the file so that the braille side is facing away from the reader. The name is at the top of the card. This makes it easy for the person to read the card without removing it from the file.
  - b. *Labeling Important Papers* — A special large envelope can be used to contain important papers such as deeds, insurance policies, birth certificates and other important papers. The large envelope should be labelled in braille. Before each item is placed in the large envelope, it should be put in a small envelope which is marked in braille telling what it is in the small envelope. In this manner, the visually limited person can immediately identify the contents.
2. BUDGETING
  - a. *Use of Cash* — If one desires to pay by cash, suggestions have been given to facilitate the handling of cash.

Some persons find it helpful to set aside a desired amount of money in certain containers that have been designated for different expenditures. The container is marked with the amount of the bill, date it is to be paid, and the amount of money placed in it until it is to be used. This may be handled differently according to one's expenditures. One may divide his money into categories and set specified amounts aside for the expected expenditure.

Others may prefer to set aside a large amount of money; and as it is used, the amount spent for the item is recorded in various ways. One can write little notes to himself and place them in the containers marked for the spending of specified items. Still others prefer to use buttons. The different sizes specify how much money has been spent. That way one can keep track of the amount of money spent and how much is still available to be used.
  - b. *Use of Check Book* — Paying bills by check is a convenient way to handle one's finances. The proper entries on the check stub assist one in keeping informed as to how much has been spent and how much he has to spend. Large stubs on a check book make it easier to keep the braille entries. One can write his own checks with the use of a specially adapted device. One such device is made of two layers of plastic joined at one end so that the check can be placed between them. The top layer has window-like slots for entering the appropriate information in the correct place.

The check stub should contain the following information: The check number, item that was purchased or bill paid, the amount, the date, and the balance. One gets the balance by subtracting the amount spent for the expenditure from the original amount on hand. Each month the bank sends a statement showing the balance on hand, checks drawn and deposits made for a certain period of time.
  - c. *Use of Money Orders* — Bills can also be paid by money orders. One goes to the post office and asks the clerk for a money order in the required amount. The clerk will fill in on the top line of the money order the amount required. One then gives the clerk the specified amount of money and the fee.

The money order can be taken home to be filled out or the postal clerk will fill it out for you. The recipient's name is written in a specified place. The name and address of the person sending the money order is written below the recipient's name. One should make sure that he receives a receipt for the money order. The post office keeps a similar receipt for their own records. The money order should be placed in an envelope and mailed to the recipient. When the recipient receives the money order, he must sign his name on the reverse side of the money order and have it redeemed at the post office, bank or store that takes money orders.

- d. *Use of Balance Sheet* — A balance sheet makes it possible for one to keep a running account of the money received and the money spent. This can be done in braille in the following manner: A sheet of braille paper can be used. An entry is made at the top of the sheet to show the period to be accounted for, (monthly, bi-weekly, etc.) and show the total income for that period. On the left side of the sheet, record the amount spent. This is referred to as "column one." "Column two" is started to the right of "column one." Here, one enters the item and date of expenditure. At the end of the set period, one totals the expenditures and enters the amount on the succeeding line in "column one." On the same line of "column two" one enters the word "total" and "date."
- 3. SOCIAL CORRESPONDENCE
  - a. *Types of Letters* — To be socially acceptable, certain "niceties" are expected of one. Proper letters are to be written at specific times. Notes should be sent expressing thanks for gifts, appreciation for courtesies extended, and congratulating friends on birthdays and anniversaries. A "bread and butter" letter should be written upon returning home after a short visit. This note expresses one's gratitude for the hospitality extended to him. A short note should be sent in the following situations: written invitation, replies to a question, and illness or death of a friend or relative. People who have received some honor or recognition should always be remembered with a congratulatory note.
  - b. *Various Means of Writing* — Letters can be written in braille to those who read braille. A pencil or pen may be used if one writes clearly by hand. When using a typewriter, the letter should be signed in ink. The assistance of a sighted person can be used to write a letter, or he can help one in writing his signature. Today, many persons are also making use of the tape recorder for correspondence.
  - c. *Hints About Letter Writing* — The date is written at the top on the right hand side. Usual salutations are: "Dear" and "My Dear" followed by a comma. "Dear Friend" is not considered to be in good taste.

In closing a formal social note, it is always correct to say "Sincerely." "Cordially" is somewhat less formal, being considered midway between "Sincerely" and "Affectionately" in the degree of warmth expressed. For more intimate letters, one might consider "As ever," "Affectionately," "With love," and "Much love." "Good-bye for now" and "More later" are both appropriate for casual endings to friends with whom you keep in close touch. "Regards," "Best wishes," "Faithfully," or "faithfully yours" are good conclusions for a man to use. One should sign his full name, not just the first name or nickname. The paper should always be folded neatly and should fit the matching envelope. It should be inserted with the salutation facing the back of the envelope so that when the envelope is opened, the letter can be taken out and read without having to be turned around.
  - d. *Addressing the Envelope* — One may use either the block or the indented form when addressing an envelope. A misspelled name or incorrect title in the address will make an unfavorable impression on the person receiving the letter. The post office prefers that one writes in full such words as "Street, Avenue and Boulevard." The zip number should also be included. The return address is placed in the upper left hand corner of the envelope, although placing it on the back flap is still preferred by some persons for social letters. When a "Special Delivery" letter is sent, one should

write the words "Special Delivery" on the envelope, and it should be centered above the address.

e. *Use of Postage* — One should place stamps of different denominations in special marked containers. Stamps can be purchased in booklets, and the booklet can be marked in braille stating the denomination of the stamps. Stamps should be kept in a dry place.

The stamp is placed in the upper right hand corner of the envelope. Post cards are prestamped and can be used for short messages. The stamp is located on the upper right corner of the post card, and the address is written on the stamped side of the card. The address is placed on a post card in the same manner as on the average sized envelope. In order to identify the side where the address should be written, one could put a braille marking in the upper left hand corner of the post card opposite the stamp. The message can be typed on the post card or written in braille.

Valuable papers are given special attention. They should always be sent by registered mail.

Articles that are sent by parcel post should be insured and a receipt obtained. Do not destroy the receipt.

Urgent letters are sent by special delivery in order to reach the destination quickly. There is an additional charge for "Special Delivery" postage.

## **IDENTIFICATION OF HOUSEHOLD AND PERSONAL ITEMS AND SAFETY HINTS**

### **Identification of Household and Personal Items**

1. **HOUSEHOLD ITEMS**
  - a. *Location* — Specific items can be arranged in certain places on racks or compartments for quick and easy identification. One might place canned fruits on one shelf, and canned vegetables on another shelf.
  - b. *Size, Shape, Weight or Texture and Smell* — One may identify a container by its size and shape. Fruit juices may be in large cans, while vegetables may be in small cans. A knife and a fork have different shapes. A box of sugar and a box of salt have a different shape. On the other hand, a box of cookies and a box of pretzels have different weights. A linen dish towel and a terry cloth towel have different textures from each other. A bottle of oil sounds different from a bottle of vinegar. A can of shellac is thinner when shaken than a can of paint. The aroma of pine oil is different from the aroma of ammonia. The scent of Chanel No. 5 differs from Estee Lauder.
  - c. *Labels and Marks* — Braille can be written on dymo tape or adhesive plastic and placed on the containers. Rubber bands or staples can be used to fasten braille notations on the containers. Different size tapes can be used to identify colors.
  - d. *Identifying by Other Methods* — Some persons have found it easier to identify items by making a different number of notches on various items made of wood or plastic. For example, one notch on a spool of thread would indicate black thread; while two notches, white thread, etc. Pieces of tape that are cut into different shapes might identify articles which are duplicated, but which are of different colors. Varying numbers of small pieces of tape can assist in tactful identification. For example, one piece of tape on a container might indicate reel 1; while two pieces, reel 2, etc. Staples, safety pins, or raised dots of varying numbers help make identifications. Each person works out his own method for identifying objects.
2. **PERSONAL ITEMS**
  - a. *Money Identification* — One should observe the following characteristics to identify coins by touch: A dime is the smallest U.S. coin and has a rough edge.

A penny is slightly larger and has a smooth edge.

A nickel is larger and thicker than a penny and has a smooth, rimmed edge.

A quarter is larger and thicker than a nickel and has a rough edge.

A half dollar is larger than a quarter and has a rough edge.

If the fingers are not sensitive enough to identify the coin, use the fingernails. One runs the fingernail along the edge of the coin, and this facilitates identification of the coin.

In order to observe paper currency, some of the following characteristics should be taken into consideration. Since there is no way of identifying the denomination of paper currency, it is necessary to fold each denomination differently.

For example, some persons keep their one dollar bills unfolded; on a five dollar bill a corner is turned; a ten is folded lengthwise; while a twenty dollar bill is folded in the width.

Some prefer using a wallet in which the various bills can be placed in separate compartments. One may use a combination of both.

- b. *Telling Time* — Second and third grade children can learn to tell time with the use of the face of a wooden clock.

Large numerals as well as numerals marked in braille should be placed on the face of the clock. Each child should examine the face of the clock individually. The child should be told to use both hands as he familiarizes himself with the hour and minute hand in relation to the numerals. After the child knows the face of the clock, he should be encouraged to read the clock with one hand. One should learn the relationship of the movement of the minute hand to that of the hour hand. (The minute hand makes one complete revolution in sixty minutes; while the hour hand, the little hand, moves from numeral to numeral in one hour.) After the child is familiar with the wooden face of the clock, have him examine a regular clock that has the face removed.

If one does not have a regular braille clock, brailled numerals can be put on with dymo tape. One tells time by noting the position of the hands with the fingers. Once one learns the location of twelve o'clock, the fingertips can gently touch the hands and notice their relative position. Braille clocks and watches have dots placed at each numeral. This makes it easier for one to tell the time.

A hinge is placed on the crystal of a braille wrist watch or pocket watch, so that one can release it to tell the time. One must learn how to release it. The release is either at three o'clock or six o'clock. If the release is at three o'clock, grasp the watch with the thumb and forefinger. Place the thumb at nine o'clock and the forefinger at three. Hold the watch firmly between the two fingers and press the release with the forefinger. If the release is at six o'clock, place the forefinger at twelve o'clock and the thumb at six o'clock against the release. Once the crystal has been released, place the fingertips gently on the hands of the watch and notice their relative positions. After checking the time, close the crystal by pushing it down until it clicks.

The clock or watch should be wound daily. One should try to wind the watch at the same time every day. To wind, grasp the stem of the clock or watch with the thumb and forefinger and move the crown back and forth until it feels tight to the touch.

To set the hands for the correct time, one grasps the stem of the watch between the nails of the thumb and the forefinger and pulls it out as far as it will go. This operation should be done carefully so as not to pull out the stem completely from the watch. Grasp the stem of the watch with the thumb and forefinger and set the time by turning the stem toward you. Keep checking gently with the fingertips to see if the time has been set correctly. When the time is set, press the stem back into position with the forefinger.

One should take his watch to the jeweler regularly to be cleaned and oiled.

## **Safety Measures to Be Observed**

### **1. HOUSEHOLD CAUTIONS**

#### **a. *The Kitchen* — One should keep cupboard doors and drawers closed at all times.**

The handles of pots and pans should not protrude over the edge of the stove. Neither should the handles of pots and pans be directly over a lighted burner.

Sharp knives should be kept in a knife holder. Take special care in washing sharp knives.

Do not touch electrical appliances with wet hands. It is wise to keep electric cords off of the floor and to keep the detached cord of an appliance in a drawer.

Extension cords around the room or under rugs may cause falls and can also be a fire hazard.

A draft from an open window might blow out the flame on the gas burner.

Beware of hanging sleeves, loose ends of clothing and inflammable plastic aprons when working around the stove. Asbestos gloves should be used when placing things in or taking things out of the oven.

Always pour hot grease into a dry container, and never pour it into the sink. Do not use plastic containers.

Special precaution should be taken with children around the kitchen. They can get burned near the range, or from the hot water around the sink, and by playing with matches.

"Spills" should be cleaned up immediately since one might slip and fall.

Use a sturdy stool or step ladder to reach high shelves. It is dangerous to climb on chairs or tables.

The window should always be kept open in the kitchen for ventilation.

Keep baking soda near the stove to be used for putting out a small fire caused by grease or anything else in the kitchen. Water should never be used for a grease fire.

A solution of baking soda mixed with a small amount of water is good for placing on a burn or insect bite.

If the fuses blow frequently, have an electrician check the wiring.

#### **b. *Bedroom and Bathroom* — One should never smoke in bed.**

A child's bed should be kept away from windows and plastic bags kept out of their reach.

A safety mat should be used in the bath tub to prevent slipping when taking a shower or bath.

If soap has been dropped, it should be picked up immediately.

Small children should never be left in the bath tub unattended because they may drown or be scalded.

Care should be taken when the shower is used. Turn on the cold water first and then add the hot water.

Special caution should be taken in the handling of electrical appliances in the bathroom. Do not touch appliances with wet hands.

Always keep the medicine chest clean and free of clutter. Medicine bottles and boxes should be marked with braille labels or other method.

Harmful drugs should be kept out of the reach of children.

## 2. HELPFUL HINTS

Matches should be out and cool before they are put in the trash. It is a good idea to put burnt matches into a fireproof container. Never put paper in an ash tray, and be sure that cigarettes and matches are out before emptying the ash tray. The ash tray should be emptied in the toilet bowl or a metal container. Visually limited persons find large ash trays much more practical than the small ones. It is advisable to check all ash trays before leaving the house or going to bed.

Children should be taught to put their toys away in their proper place; that will avoid tripping or falling.

One should never run when carrying a sharp or pointed object such as a knife, scissors, screwdrivers, etc. Children should be taught not to run with lollipops, tooth picks or popsicles in their mouths.

Scissors should be used with care and put away in their proper place after using them.

Gardening tools should be put in their place after usage. Extreme caution should be taken when using a power lawn mower.

Always set the ladder on firm, level ground and inspect the rungs regularly. It is dangerous to stand on the top rung of the ladder and try to reach too far.

Special caution should be taken to see that fingers are kept out of car doors before the door is closed. Arms should not project from car windows.

Should a fire occur, call the operator immediately. Give the exact location of the fire before hanging up. If the call is put in from the fire alarm box at the corner, remain standing at the alarm box until the fire apparatus arrives, so that you can direct them to the location of the fire.

If one's house is on fire, leave the house as soon as possible. Try to warn others about the fire. If a room is filled with smoke, try to keep the head low and crawl when moving about the room. The air near the floor is less smoke filled — the smoke rises to the top. If the door is hot to the touch, do not open it. One should try to get out of the room another way or wait for help.

The door should not be opened, because it causes a draft and the whole room may burst into flames. Never go back into a burning building to get belongings. If one is burned or has inhaled smoke, seek medical attention at once. If clothing is on fire, lie down and roll up in a rug or blanket, if available; if not, roll over and over to smother the flames. A wet sheet or blanket can help one to escape from a smoke-filled home.

If one smells gas in a room, call the gas service company and open all windows. Do not strike a match, and do not turn on an electrical switch or anything that might cause a spark to ignite the gas.

Home fire drills should be practiced by the whole family to learn best escape routes.

Though there are many safety hints, space does not permit us to include them here.

The socially competent individual will do his utmost to adhere to all of the above mentioned suggestions and will think of many more.

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